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## Editor's Page

### THE EDITOR SAYS "THANK YOU"

**D**URING the summer a new editor will take over responsibility for *Social Education*. The retiring editor, as he lays down his pencils, has many acknowledgments to make for support and cooperation during the past more than ten years.

*Social Education* was established in January, 1937, as the official journal of the National Council for the Social Studies. Its steady growth in circulation, to a figure now in excess of five thousand, parallels the growth of the National Council and reflects the effective leadership of that body. It is impossible to name here the dozens of National Council officers and members who have given unfailing support to the total program of professional service of which *Social Education* has been but one part or agent. The names of Howard E. Wilson, former secretary-treasurer, and of Wilbur F. Murra and Merrill F. Hartshorn, serving successively as executive secretary of the National Council and business manager of *Social Education*, and of Harold F. Clark, Howard E. Wilson, Edgar B. Wesley, and Howard R. Anderson, serving successively as chairman of the Executive Board of the magazine, must stand for many more.

The American Historical Association has collaborated in the sponsorship of *Social Education*, has been represented on its governing board, and has made available for its editorial support funds derived from the original appropriation for the Commission on the Social Studies in the Schools and from royalties on the seventeen volumes in the Report of that Commission. Conyers Read, then executive secretary of the American Historical Association, aided in the establishment of the journal, and he and his successor, Guy Stanton Ford, have given it continuing sympathetic support, as have the Association's officers and representatives on the Executive Board.

During its first four years, *Social Education* was published by the American Book Company, which spared neither energy nor expense in making possible an attractive format and in calling the new publication to the attention of those whom it was intended to serve. It is a satisfaction

to record that the American Book Company was scrupulous in refraining from either suggestion or comment relating to editorial policy and that, when the National Council for the Social Studies was able to take over publishing responsibility in January, 1941, the transfer was made with the utmost cordiality.

**A** SUCCESSION of loyal members of the editorial staff, some paid and some unpaid, have contributed much to *Social Education*. Katharine Elizabeth Crane, Frances S. Brownlee, Wilbur F. Murra, and Ralph Adams Brown have served as assistant editors, and Mrs. John Berthel as editorial assistant—a designation that would also have been appropriate for Mrs. Lincoln K. Barnett, first of the secretaries in the editorial office.

Beginning with the March, 1940, issue, William H. Hartley has conducted, without remuneration, the Sight and Sound department, which many readers have found invaluable. The Pamphlets and Government Publications department was conducted by Ralph Adams Brown prior to his entrance into military service, and during the war years by Leonard B. Irwin, both also serving on a voluntary basis.

Obviously we owe much to the scores of contributors of articles and book reviews, whom we have been able to compensate only with satisfaction in seeing their material in print in as attractive form as we have been able to provide. We are also indebted to the many members of the Executive and Advisory Boards and to readers who have offered suggestions and comment on magazine content and policy.

**I**N THE first issue of *Social Education* the editor, then also chairman of the Executive Board, wrote concerning the editorial policies of the new journal:

"Though anticipating that the main appeal will be to teachers in junior and senior high schools, we are nevertheless aware that all levels of instruction are inter-related, and we shall not ignore elementary, college, or adult education. We recognize that, while some specialization is



necessary to competence, nevertheless history, geography, government, economics, sociology, and social psychology are, in the schools, all fundamentally one, all concerned with the study of man and society. We hope to draw on all, and if from time to time related materials from literature, the arts and the natural sciences are available they will find a place in our columns. These articles will, of course, be selected with a view to the practical needs of teachers and to the realities of the classroom. . . .

"The major findings, interpretations, and re-interpretations of scholars must from time to time be reported in book reviews, articles, or comments on new courses of study or curriculum experiments. The realities and ideas of our troubled and restless times must be described, analyzed, constantly re-examined and reinterpreted. Certainly the science of education and the art of teaching must receive due attention. Developments in the philosophy of education as well as in the organization of the social studies, changing educational psychology as well as classroom procedures, new practices in school administration and in "extra-curricular" activities as well as new teaching aids—all these need at least occasional attention from all who are engaged in social education. Of the theories and new proposals we have no fear, if they are stimulating and suggest new possibilities to teachers. Reports of experiments and procedures, either novel or long familiar, may similarly prove valuable to teachers who have a fear of unvarying routine. For those who work in the ever-changing fields of history and the social sciences some guide to new publications, including numerous professional journals and popular periodicals, is almost essential. New textbooks, readings, visual aids and tests need to be noted, described, and evaluated. These requirements of busy teachers we hope to supply."

Such is the program that we have attempted to follow, in addition to responding to special demands of the war years and the transition toward peace. Incidentally we have tried to provide for the future a record of thought, practice and, in some part, accomplishment in our professional area.

The ranges of grade level, educational interests and responsibilities, and subject-matter areas with which we have been concerned have been broad—too broad for adequate coverage either in our original nine issues a year of 80 pages each, our later eight issues of the same length, or our present issues, after wartime adjustments, of 48 pages each. The editor has been especially conscious of the needs for greater attention to the elementary grades, for better coverage in the Book Reviews department of elementary and secondary textbooks, and for more interpretations by scholars of new developments and reinterpretations in the fields of history and social science. Readers have repeatedly emphasized their desire for "practical" articles on procedures, including reports of classroom experience—of which we have published many and requested individuals to provide more.

IN THE end, of course, a professional journal is what its readers make it—through their contributions, their suggestions and criticisms, their endorsement or non-endorsement of it to their associates. To the extent that *Social Education* has served you effectively we again express appreciation for the cooperation that has made such service possible. To the extent that it has not, we venture to bespeak not only your continued but your increased active support of your magazine and of its new editor.

ERLING M. HUNT



# How a Mid-western Community Prepares Young People for Citizenship

Emma Beekmann

**W**HAT are the processes by which boys and girls who grow up in a typical Mid-Western community become active or apathetic citizens? To study that question, the writer went to live in a community which is typical of the Middle West in most respects. It is a town of six thousand people with a farm population of four thousand; population has been relatively stable since 1900. The town is one hundred years old. Its economic life is about equally dependent upon agriculture, manufacturing, and retail sales. No metropolitan area engulfs it and no college or state institution is located there. Approximately 90 per cent of the residents are native born. There are two groups of recent European extraction—one Norwegian and one Polish. Factories, a public-school system of twelve grades, a library, movies, commercial recreation, banks, and a hospital—all the common features of an American Middle-Western town are to be found there.

Citizenship involves both rights and responsibilities; it implies not only participation, but intelligent participation in government. This study accordingly attempts to evaluate a learning process rather than a result—the process of learning habits, attitudes, rights, and responsibilities of citizenship. It assumes that four institutions—the community, the home, the church, and the school—are the major influences which shape this learning process.

Study techniques were developed gradually as the writer lived in the town and participated in

its life. Since the University of Chicago had been conducting various studies in the town for several years, and had received fine cooperation from the townspeople, the research worker had access to many people and many places. The interview method was first used. Seventy-odd members of the senior class of the local high school were interviewed during September and October of 1945 and again in the spring of 1946. In fact, those seniors were the focal point of the study. They were observed in classrooms and club activities at school, and in Sunday School, morning worship, and youth fellowship at church.

To find out how young people almost of an age to vote felt about what they learned in school to help them participate in government, a group of fifty people born in 1926 were asked to come individually to a central office in the community to be interviewed. This group was composed of married and unmarried men and women, college students, farm workers (the latter being deferred in the draft), and workers in the town. All the ministers of the town, the city and county officials, and the lawyers of the town were also interviewed. The administrators and teachers of the public school gave endlessly of their time in helping with all phases of the study.

## ATTITUDES TOWARD LEADING CITIZENS

**W**HAT, first, were the attitudes of young people toward local officials and how did the latter influence youth? In interviews, all seniors were asked to recall their contacts with officials in the county court house or city hall and to indicate how they felt about each. Attitudes ranged from respect to apathy and ridicule. Respect seemed largely to reflect awareness of power. Contempt and ridicule were apparently related to personality factors or incompetence. Only the county superintendent worked closely with young people and developed constructive attitudes; others seemed remote or left the impression that

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A research fellow of the Committee on Human Development at the University of Chicago made an intensive study of the many community influences on the civic training of youth in a typical American community. The author is now a social studies teacher in the Theodore Roosevelt High School, Los Angeles.

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law was something to be evaded. Boys of the lower social strata mistrusted all officials, often remarking that "the big guns" could be bought.

Other leading citizens, that is the citizens whom boys and girls considered to be leaders, probably would be imitated in their behavior and attitudes by the youth of the community. What then were their civic habits and attitudes? First, the writer had to determine who were the leaders in the town, and which ones the young people considered outstanding. After various interviews with ministers, lawyers, and the businessmen, it was apparent that the people connected with the school—the city and county superintendent of schools, and the county nurse—had the most contacts. The seniors themselves considered the city superintendent, the county superintendent, a layman in the Lutheran church, and a laywoman in the Methodist church as the most outstanding individuals in the town. Scattered votes went to the various clergymen.

It was significant that business and professional men had very few contacts with younger people. In the poll on leaders of the town, they had no votes from youth. Where did youth and businessmen have a chance to meet? Not in the church, for those men were not active in church work; if they went to church, youth saw them there, but that was all. Not in the school, for only one of those men took part in P.T.A. work. Being on the school board did not involve meeting the pupils.

#### SOCIAL CONTACTS

THE social life of the town might afford opportunities of association. The stumbling block there was the operation of the social class system. Sometimes homes of middle class people were in the neighborhood of those of the upper classes. Seniors who lived near important families of the town and who themselves were middle class were questioned as to their neighborhood contacts. Two senior newsboys were also specially questioned, because they went to all the homes. The usual answer: "The big guys, they stay in their houses; if we're sick they send us something, but they don't have much to do with us."

The matter of social status of the families of the town had to be determined in order to evaluate such statements, and for purposes of further research. Several students of social anthropology at the University of Chicago came to live in the town, and after extended study classified the residents as to social status. Their classification showed that five of the leaders were A or upper

class, eleven were B status or upper middle class, nine of C status, or lower middle class, and none were D status or lower class. The majority of the seniors, on the other hand, were C or D status.

In the economic life of the town, the contacts of youth with business and professional leaders were limited since the jobs youth held were not important enough to bring them into any close association. Limited as were the contacts with those men, however, their influence was felt because they represented material success, and everyone interviewed in that town gave respect to financial success above everything else. The question then arose, what were the civic habits and attitudes of community leaders who were not connected with school or church, and to what extent did young people learn from them?

It was found that the Chamber of Commerce in that typical Mid-Western town had difficulty in keeping alive. The Rotary and Lions were active, but not all the leaders bothered to belong to them. Community work, like charity drives, was carried on by a few men. Thus the assumption could be made that certain types of leaders in the town were not necessarily participators in community responsibilities. Such men left the administration of government to representatives, unless personal interests were directly involved. Then they got busy and the attitude was "get all you can." Young people could not learn from the example of all the community leaders the desirability of participation in government, or gain from them a feeling of personal responsibility for government. The carry-over seemed to be to think in terms of what one could get and not in terms of what one could give. The example of church and school leaders, whom youth really did respect, somewhat offset these negative attitudes and represented the more altruistic ideal of service.

#### POLITICAL PARTIES AND PRESS

POLITICAL parties might be a very active influence on the development of young people. The Republican Party had controlled the court house for fifty years. No Democrats had held a county elective office since 1906. Youth really knew nothing of two-party government so far as local affairs were concerned. No party had even bothered to send literature to interest a single person in the out-of-school group born in 1926. There had been a Young Republican Club but it died out during the war. The leading Republican, when asked why nothing was done to interest youth in joining the Republican Party, remarked

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that his party was in so strongly that it didn't need to make a bid for the new voters; it would get them anyway. Twenty-seven per cent of the seniors and 18 per cent of the 1926 group expressed a preference for Roosevelt in the 1944 election, while 30 per cent of the town's voters actually cast their ballots for him. When the seniors and the 1926 group were asked the reason why they were for a given candidate in the 1944 election, the usual reply was "because my folks were for him." One senior boy expressed the general attitude when he said, "My great grandfather, and my father were all Republicans. It's in my blood."

A vital factor in building up local pride and preserving the dominance of the Republican Party was the press. The town had a daily newspaper, to which every senior said his family subscribed. The reporting of local news was never critical which is probably typical of a one-newspaper town. Local news items competed well in reading interest of young people with the funnies and sports. But critical discussion of the management of local affairs was left to word of mouth.

Sixty-seven per cent of the seniors listed the *Chicago Tribune* as the paper they had at home. One of the lawyers of the town remarked, "Some people say we think like the *Tribune*, but even if it wasn't for the *Tribune* we'd think that way."

#### JOBS, CIVIC AFFAIRS, HOMES

**T**WO-THIRDS of the class expressed the wish to make that town their permanent home. Having a job and working shoulder to shoulder with adults in the town also increased interest in the community. The recently concluded war had given boys and girls unusual opportunities for responsible, money-making jobs during vacations and after school. Information compiled from interviews showed that the average amount of government bonds for each senior was fifty dollars. Job experience helped make a young person feel a vital part of the community.

Despite the fact that the community aroused loyalty in the minds of its youth, and that youth demonstrated their ability to participate in economic life, they were not taking part in its organizational life outside the school and church. Only one boy in the group of fifty born in 1926, and one senior girl, had responsibilities in civic organizations. The boy worked on his father's farm, was deferred in the draft, and was very active in 4-H Club work. The girl was treasurer of the Polish National Alliance. Both were fulfilling their jobs in a highly satisfactory manner.

Evaluating the home in citizenship training is very difficult. Since children unconsciously imitate their parents, parental civic habits and attitudes should have a strong hold on young people even though neither may be aware of it. The homes of the young people who were studied in that small Mid-Western city offered security, in that there were only five seniors whose parents were divorced. All of the seniors had occasion in interviews to speak of home relations, and only one boy and one girl seemed to be really unhappy. Thus the home exerted a strong influence on patterns of thought, including political and religious attitudes. The comment of one of the ministers is pertinent on the influence of the home. "I've pounded the theme of religious tolerance into high school kids. But if youth don't go to college, they absorb the attitude of their parents. If they get away from home, it's different. I've noticed the change with those who go to college. After being away two or three years they're able to break away from the attitude of their parents which they reflect while at home."

If citizenship is interpreted as participation in government, the home did not help the boy or girl to think beyond the needs of the individual. Therefore the home's value in citizenship training had well-defined limits.

#### CHURCH INFLUENCES

**T**O EVALUATE the church and its influence on citizenship, the writer attended church services, Sunday School, and Sunday evening youth groups of each of the churches that seniors attended. The ministers were always interested in discussing youth and the church with the research worker. The members of the senior class divided on church connections as follows: 16 per cent went to no church; of the remainder of the class, 65 per cent attended church services; 26 per cent attended Sunday School; and 9 per cent Sunday night discussion groups. A few went to two or three of the kinds of activity listed. The Catholic church had no youth group.

Many young people did not seem to appreciate what a superior job the church was doing. The ministers of the Baptist, Methodist, and the Congregational-Presbyterian (the latter two being united), gave sermons which would widen the horizon of thinking found in the home. Tolerance in religious and racial attitudes was stressed and the idea of one world was emphasized. Notable was the silence of all ministers about local problems.

Not only did sermons provide a means for



making the individual feel responsibilities toward the world, but Sunday School and Sunday night youth groups also gave experience in group life. There boys and girls had the opportunity to learn leadership, followership, and to assume responsibility, as well as gain information about the Bible and the application of its teachings. Their church papers were trying to show what Christian citizenship is.

Whatever youth did for the church, whether singing in the choir, ushering, leading group discussions, or in Sunday School activity, was done very well. Certain churches were an influence for broadening the outlook of those who participated. All churches except the Catholic, which had no youth program, gave experience in forming habits and attitudes of group consciousness—experience in how to function in a community.

#### SCHOOL AND CLUB EXPERIENCES

**F**INALLY the fourth of the major influences, the school, offered young people further chances for group participation. Knowledge, attitudes, and habits of working together could be gained. After considerable observation, the writer concluded that the areas which seemed most contributive to the development of societal concepts, in relation to the seniors in particular, were their organization as a senior class, their clubs, their part in student government, and their social science classes.

The seniors were at the top of a particular hierarchy of youth. Very few of the class were going on to college, and after graduation they would start at the bottom of another hierarchy. Being at the top gave all the members of the class a responsibility. If an individual had any sense of responsibility at all, he would show it at that time of his life. Having dreamed of the prestige of being a senior from grade-school days, everything connected with the job of being a senior was entered into with zest. Knowledge of civic procedures was gained from election and voting procedures which expressed the will of the majority.

Clubs likewise offered opportunity for the development of social consciousness, and for experience in government. The writer observed them by attending meetings and by keeping a record of what went on in each. Ten clubs with voluntary membership were selected for analysis. It was evident that the middle class were most active in club membership, and that clubs cut across social class distinctions. Boys and girls ambitious for upward social mobility would find

opportunity in their high school club activities.

Future Farmers of America was a club which furnishes a good illustration of what such groups can do in the way of citizenship training. It typified some of the best features of the way of life in the Middle West. Every boy who took the vocational agricultural course was required to join. Membership could be maintained until twenty-one. The popularity of the club was attested to by the fact that all alumni who remained in the community continued to come to meetings till they were no longer eligible.

The club met one night a month, at the school, with the agriculture teacher as sponsor. He was the highest paid teacher in the school and gave all his time to that group of boys, either in class, or in connection with club projects carried on at individual farm homes. The club meetings were colorful enough to satisfy any boy's longing for pageantry. There was an impressive ritual for opening a meeting, like that of a lodge.

At each meeting two boys would report on their project, for example raising a calf. It was a sight worth watching to witness a boy who stumbled around in making a book report in a history class, get up before his fellow FFA members and with ease and simple dignity tell about his project. The other boys gave him close attention and asked questions. One sensed that those boys knew the real meaning of joy through work.

After the reports came a short program in which a boy might play an accordion or a drum, or sing. Everyone was getting experience in leadership and followership. The high spot of the meeting for the boys was the recreational period in the school gymnasium when they played basketball as long as they liked. Future Farmers of America combined work, culture, sports, vocational training, and was closely tied to the community through the interest of the Rotary Club in it. Furthermore, the boys represented the town in exhibits at stock shows in the county and state, and thus felt a closer tie to their community.

From clubs in general, a wider experience in social behavior was to be gained. Among the gains other than the usual leadership and followership was the actual experience of applying religious and racial tolerance in relations with club members. Learning to abide by the wishes of the majority was another outcome.

#### STUDENT GOVERNMENT

**S**TUDENT government involved civic experience not only for the five seniors on the coun-

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cil, but for the whole class. Council actions concerned all seniors in terms of elections of representatives on the council, of voting on measures proposed by the council, and of accepting the decisions of the council. The writer attended the monthly meetings of the council for a period of seven months and interviewed the senior members and the sponsor. Quite early in the year it became apparent that student government was not functioning to the satisfaction of the school, the council members, or the sponsor.

This breakdown in student government seemed to be due to the fact that the teachers did not educate their home rooms to a real appreciation of representative government or to an awareness of the problems of the school, or to the meaning of responsibility. The administration didn't arrange the sponsor's teaching load so that he had sufficient time to work with the council. The sponsor didn't have confidence in the council members and didn't allow them sufficient initiative. Council members themselves did learn some of the actual difficulties of governing by democracy. For example, they encountered ignorance and indifference on the part of the electorate. They learned that one may have to go against his own wishes, even at the risk of offense to friends, in enforcing rules for the good of the group.

Another phase of the evaluation of the school and its influence on citizenship was that of the experience of the seniors, the group chosen for study in the school, in the classroom itself. What was the kind of thinking on international, national, and local affairs which the social science teachers offered their pupils? In discussing international affairs the teachers emphasized the one-world idea over and over. Their attitude was the same as that of the ministers, so the traditional isolationism of the Middle West came up for questioning in church and school. National affairs involved discussion of politics and there was little evaluation of issues or of attitudes of candidates on issues, rather emphasis was on personalities. Labor problems were not analyzed, emphasis centering on inadequacy of methods of settlement of strikes.

As to discussion of local affairs, there the spirit of free inquiry was lacking, though there were pressing problems of labor dissatisfaction and of ethnic and religious group relations. If someone did bring up a controversial issue of the community he might be silenced with the remark, "This is not the time or the place for such discussion." The foundation of citizenship surely is in the citizen's own community, yet because the

community did not grant security of position to its teachers, the young people were deprived of the opportunity to study it. Neither the town, home, church, or school had analytical discussion of community affairs. The experience in the social science classroom did give broadening opportunity to the outlook of the boy or girl about world affairs, but didn't do much toward developing independent thinking. Independence of thought and action seemed to find best expression in the activities of the school.

#### CONCLUSIONS

THE conclusions to be drawn from this study are:

1. Community life did not bring young people into intimate association with leaders in government, business and the professions. Though there was a strong feeling of loyalty for their home town on the part of boys and girls, because of having no civic responsibilities the young people had no reason to feel they belonged or were an integral part of the community. Actual participation was postponed to adult years.

2. The home, because of the security it represented in the lives of its youth, was a strong influence in shaping their habits and attitudes of thought about politics, religion, and local affairs. The community and the home interacted in making those attitudes dogmatic.

3. The church gave experience in leadership and group responsibility. Its influence was limited by the fact that a majority of the youth confined their relations with the church to attendance at Sunday morning services. Some, not all, of the churches offered a point of view that modified the dogmatic attitudes of community and home. The ministers were without exception held in high regard by youth.

4. The school did the most to promote the kind of citizenship or civic responsibility on which the American way of life depends. Youth respected highly all school officials. In the social studies classroom, they gained a knowledge of government, but the training there had limitations in that the spirit and practice of free inquiry and discussion were not present in respect to the community itself.

5. It seems evident, finally, that the processes which prepare boys and girls to become citizens, consist of the totality of the influences they experience at the hands of the community, home, church, and school. In the writer's opinion, the young people of that typical Mid-Western town were making use, as best they could, of what the tides of circumstance washed to their feet.

# Social Studies and Community Service

Mary K. Dabney

**C**LOSEST of all school subjects to the business of real living are the social studies. How did our world develop, and our town come to be what it is? Who are the people whose ideas and industry have made America, and who are shaping our destinies today? Why do people do what they do? How can each of us help make life better for others and for ourselves? What are the possibilities for our neighborhood, our town, our world? This is the stuff of life, and demands more than textbook treatment.

Close at hand, for every teacher to use as a laboratory, is the community. Like a science laboratory, the community offers interesting things to see, to analyze, to do—experiences that illustrate the text, and dramatize the teacher's classroom statements. Community Chests and Councils of America, the national organization of a thousand Councils of Social Agencies and Community Chests in the United States and Canada, suggests three ways for social studies teachers to use the community as a teaching aid:

1. Field trips to Red Feather services and other community agencies—learning by seeing.
2. Student volunteer service in Red Feather services and other community agencies—learning by helping.
3. Real life experience for students as reporters, public speakers, broadcasters, writers, builders, organizers, creators, for some real purpose, not just play-acting.

## SEEING IS BELIEVING

**F**IELD trips to art museums, the city waterworks, or an important local historic site are familiar tools. The social studies teacher may now extend this plan to include other equally interesting community organizations. Students may go on field trips in class groups, or in the "representative system" as developed in Pittsburgh, where a few students are elected or se-

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Opportunities for community study that provide both for valuable service by junior and senior high school students and for vocational exploration are described by the School Program Director of Community Chests and Councils of America, Inc.

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lected by each class to go as representatives and then report back to the class. Many questions may find interesting answers in planned visits to community agencies. For example: How does a modern American city plan for its own health and welfare? may be profitably explained by a trip to the Council of Social Agencies, the Community Chest, the Social Service Exchange, the housing association or authority, the city planning commission.

What are human needs? can lead to interest in finding out whether our town provides plenty of wholesome recreational opportunities for young and old, and can call for field trips to the "Y," a Scout headquarters, a settlement house, a city playground, a Golden Age Club for oldsters, a boys' club, and other Red Feather recreation centers.

Why don't we have plagues as they did in the Middle Ages? will lead to discussion of how we prevent people from becoming ill today, and how we help them if they *are* sick or handicapped. To answer this, field trips may be made to a Red Feather hospital, a city or county health unit, a visiting nurse headquarters, an occupational therapy workshop, a home for the blind or deaf, an institution for crippled or disabled, the Goodwill Industries, a convalescent home, and other Community Chest Red Feather health services.

How do our cities meet the problem of returning veterans today? After every war in history, this problem has been one of community concern. A visit to a local veteran's advisory center, a USO installation, a Red Cross home service headquarters, a veterans' hospital, can show what is being done.

**B**ESIDE answering such questions, field trips have another value. The study of growth of civic planning and community organization in our country may uncover the fact that your town had one of the "famous firsts." What are the colorful facts surrounding that first modest beginning of something we may take very much for granted today?



New Orleans can boast the first institution for children in our New World. The Ursuline nuns began one there in 1727 when it became necessary to provide for a group of boys and girls who were orphaned by Indian massacres.

The oldest hospital in America is in Philadelphia, where Benjamin Franklin laid the cornerstone.

Hartford, Connecticut, had the first boys' club in the United States, formed during the Civil War.

Boston had the first social service exchange.

Denver had the first federation of agencies for raising funds for community health and welfare (the forerunner of our modern community chests).

What does your town have that was or is significant in the development of our modern American way of life?

The most effective way to use field trips for social studies is to plan a central arrangement for booking and organizing the trips, through some group such as the Council of Social Agencies, or the Community Chest. They usually know which community services are most interesting to visit, and what hours are best. Needless to say, no field trip should be undertaken unless carefully scheduled and planned ahead of time. For further details on how such a plan may be worked out in your community, ask your Community Chest for a copy of *Field Trips to Health and Welfare Agencies*, a bulletin published in the spring of 1946 by Community Chests and Councils, Inc.<sup>1</sup>

#### LEARNING BY HELPING

**A**N EXTRA-CURRICULAR activity which fits in constructively with social studies and may actually earn school recognition or credit is a student volunteer service program. Here are some of the plans now in effect:

Emily D. Stevenson, of the South Philadelphia High School for Girls, reports that for the past five or six years students in the eleventh and twelfth years have been participating in a student volunteer service program in nearby agencies, for which they receive social science credit. Each semester about 250 sixteen- to eighteen-year-olds are involved in this program, which includes volunteer service in hospitals, public libraries, settlement houses, dental and medical clinics, and other Red Feather Services, such as a housing association.

At the end of the semester two points are added to the students' social science or history average for 30 hours of work, and three points for 45 hours of work. This means that the student averages two or three hours a week for 15 weeks, with time allowed for emergency absence. "No credit is given for less than 30 hours except in a very exceptional case," Miss Stevenson says. "We feel that unless a student stays with an agency for some time she renders them little help, as the first part of the time may be spent in training her."

In Michigan, senior girls from 150 different high schools aid their communities through a health service project. They assist in local health department inoculation campaigns, investigate sanitary conditions in restaurants, and at bathing beaches, do volunteer service in hospitals—all under supervision, of course.

"Toy Nurses" is the name the children at a Memphis hospital have delightedly given the high school students who "volunteer" there after school. These teen-agers have volunteered their service as recreational therapy assistants through the Girl Scouts, the YWCA, and various church groups.

In New York City, student volunteer dental aids are trained to help in clinics of the Children's Aid Society one afternoon a week. They help set up dentists' trays, prepare silver fillings, and sterilize instruments.

For many years the Atherton High School for Girls in Louisville has operated a highly satisfactory program of student volunteer service in the junior and senior grades, planned through the Volunteer Bureau of the Council of Social Agencies. The importance of training is emphasized in an orientation course of the following kind given at the school to all students who choose to do volunteer service:

#### A SOCIAL-SERVICE COURSE

(Sponsored by the Volunteer Bureau, Health and Welfare Council of Louisville, Ky., for high school volunteers)

**Time:** Wednesdays, 3:00 to 4:00 P.M.

**Place:** Atherton Girls' High School (except where otherwise indicated).

**Theme:** "Your Community—How and Where you may serve it."

#### Discussions

October 10—Registration

"What Volunteers are, and what they can do for the Community"

**Speakers:** Chairman of the advisory committee, and the executive secretary of the Volunteers' Bureau of the Health and Welfare Council

October 17—"What Health Agencies are doing in Louisville"

<sup>1</sup> 155 East 44th Street, New York 17.

*Speaker:* Chairman of the Health Division of the Health and Welfare Council

October 24—"Recreational Activities for Children" (field trips)

*Speaker:* Secretary of the Recreation and Group Work Division of the Health and Welfare Council

October 31—"Understanding the needs of little children in the Community"

*Speaker:* The director of the County Nursery School  
November 7—"What Louisville is doing to help families with their problems"

*Speaker:* The executive secretary of the Jewish Welfare Association

November 14—"Recreational Activities for Children" (held at Neighborhood House).

Dean Catherine Morat, under whose direction the project operates, says that each student volunteer who completes the training course and at least one semester of satisfactory service (as determined by the agency supervisor reports filed with the Volunteer Bureau each semester) receives a certificate of appreciation from the Council of Social Agencies awarded at the final senior chapel. Many girls serve for four semesters and two summers, the maximum time possible, and a majority of them serve more than the one semester required for certificate recognition. Frequently 50 per cent of a graduating class receive these certificates.

However, both Principal Emma Woerner and Dean Morat stress the fact that the recognition is not so important as the primary angle of "service"; the development of understanding of community problems and needs; and the pre-vocational experience it gives for vital life work in social service, teaching, nursing, recreational group work, medicine, family case work, or community organization.

#### OTHER REAL-LIFE EXPERIENCE

**B**OTH the educational values of observation and participation may be found, in intensified form, in special types of community activity, as an extension of social studies. The girls and boys who organize and carry through the Community Chest or the Red Cross campaign in the school are learning how those same things are done in the larger community.

Student speakers who write their own speeches about community health or welfare based on field trips to typical services, and then deliver them to audiences in the community or over a real "mike," have a priceless experience in community understanding. Gilbert Hunsinger, executive of the Newark Welfare Federation reported last fall: "Our Junior Speakers Bureau for the Community Chest is moving along in great style.

A group of fine boys and girls give five minute speeches to audiences all over town. Last week at a regular luncheon of the Kiwanis Club, a fifteen-year-old girl held 'the boys' spellbound for five minutes. She made an immediate hit, and the remark went around the room 'she's tops!'"

The students with writing ability who can be sent to interview prominent community leaders, social workers, or health planners, for stories in the school paper or special theme assignments about community problems of interest to the school, are learning by doing. Artistic boys and girls can learn good citizenship in a constructive way by building a window display or painting a poster to advertise a safety campaign, an immunization program, a community arts project, or a city playground.

Social workers may serve as helpful educational allies of teachers in Neighborhood Council projects. For example:

"The interests being shown by the pupils of several Portland schools in having a hand in the planning of their neighborhoods is very gratifying. Under the guidance of educators who believe youngsters learn by doing, several eighth grade classes have undertaken to make surveys of housing conditions and playground and recreation facilities in their districts. On the recreation surveys, they have made recommendations of what they regard as minimum requirements for the neighborhood, and few adults, no matter how conservative, can argue that the additional facilities recommended are excessive or unreasonable.

"Eliot School has organized a Junior Council as an auxiliary to a Neighborhood Council. In other schools, the surveys have been made as class projects rather than as Junior Council undertakings. At Eliot, however, the Juniors have found considerable stimulation in working as part of the adult Council, and meeting with them occasionally."<sup>2</sup>

The community is there for the teacher to utilize. The Community Chest and Councils of Social Agencies are interested in helping the teacher meet this challenge. As has recently been said: "The social studies have an obligation to vitalize the teaching of civics. There must be no more stuffy classroom studying of generalities and platitudes. Students should come to look upon their community as their classroom. Any civics class which does not make the students more aware of their place in the community is a failure."

<sup>2</sup> *Neighborhood Council News*, Portland, Oregon, October, 1946.

# Instructing Pupils in Map Reading

Gertrude Whipple and Preston E. James

INSTRUCTION in map reading in the elementary school is generally out of harmony with the facts of child growth and development. In spite of the widely accepted principle that readiness on the part of the learner is required for actual learning, pupils are frequently faced at the outset with the fully developed map. Even though the principle is recognized that the curriculum, to be effective, must be organized in terms of levels of development or maturity of children, difficult tasks in map reading, such as using the scale of miles or the degree of latitude, are assigned pupils early in their study of geography. Furthermore, such tasks are preceded by little, if any, preparatory teaching. Though the necessity for meaningful experience is stressed again and again by educators, the map symbols presented are so numerous, so varied, and so casually or incidentally taught that many of them can be interpreted correctly only by bright children.

Several studies agree in indicating that pupils in the elementary grades are partly, or even totally, ignorant of such basic matters as the cardinal directions, the meaning of a degree of latitude, and differences in climate in low and high latitudes.<sup>1</sup> Those of us who offer instruction at the college level have had ample opportunity to observe the map illiteracy of freshmen, even those who have had work in geography in the schools.

Sounder methods of map instruction are needed if pupils are to develop the flexible knowledge of the relations of places which is necessary today. We must assume no knowledge of maps on the part of pupils who are beginning the study of geography. We must present the con-

cepts with careful gradation, and modify map instruction to harmonize at each level of advancement with the actual intellectual capacities and needs of children. Furthermore, specific goals of instruction need to be kept in mind.

WHAT are the major objectives in teaching pupils the use of the globe and of maps? For the elementary school there are at least two purposes: (1) to develop a sense of location, for a map is an instrument specifically designed to show the location of various natural or man-made features of the earth's surface; and (2) to develop the ability to read a variety of facts from maps—facts about the roughness, steepness, and form of the land, about the drainage features, the relative location of cities and towns, and about a multitude of other points. Maps convey a wealth of information concerning the differences that are found from place to place in both local and world patterns—information of a type that cannot be readily stated in words. Almost any statement about environment tends to be meaningless when considered apart from its location. If these objectives are to be achieved, each element in map reading must be identified, the proper place to teach it must be determined, and teachers must be provided with procedures for meeting the essential map situations.

Stages or steps or sequences in map learning may be variously defined, and in a child's learning, of course, one stage is not sharply marked off from the next. Certainly we ought to make provision for at least the following well-defined stages: (1) promoting readiness for understanding the globe and maps; (2) accustoming children to

Teaching skill in the use of maps is a standard objective of courses in history and other social studies as well as of those in geography. These carefully considered suggestions come from a teacher in the Detroit public schools and a professor of geography in Syracuse University.

<sup>1</sup> George F. Howe, "A Study of Children's Knowledge of Directions," *Journal of Geography*, XXX: 298-304, October, 1931; and "The Teaching of Directions in Space," *Journal of Geography*, XXXI: 207-10, May, 1932; Francis Everette Lord, "The Ability to Make Geographical Uses of the Ideas of Longitude and Latitude," unpublished master's thesis, Department of Education, University of Chicago, 1928; and "A Study of Spatial Orientation of Children," *Journal of Educational Research*, XXXIV: 481-505, March, 1941.



the appearance of the globe as viewed from various positions and providing them with reference points; (3) developing the concept of what a map is; (4) giving meaning to common map symbols; (5) teaching the measurement of latitude; (6) teaching the measurement of longitude; and (7) leading children to use maps of all kinds. Again we must remember that there is much overlapping from stage to stage. Let us discuss each stage.

#### PROMOTING LEARNING READINESS

**I**N THE past the complete map has been introduced without sufficient preparation. Delaying introduction to the map in order to allow time for proper preparation does not mean that children will proceed less rapidly in their study of geography. Quite the contrary, we shall enable pupils to use maps with much more comprehension if we discard unrealistic ideas of the ordinary child's abilities to interpret highly abstract representations and if we lay an adequate foundation for map reading. Certainly children who lack an appreciation of the size of the world are not ready to study understandingly a map of any part of the world. The child devoid of interest in maps is hardly ready to apply himself to the task of learning what they stand for. The child who cannot determine the cardinal directions by reference to the position of the sun is scarcely prepared to orient himself on a map. The child who does not realize that many types of landscapes exist lacks the prerequisites for visualizing the terrain depicted on a map. The child who is acquainted with the meaning of simple cartographical terms, such as lake, river, ocean, sea, plateau, and plain, ought first to be familiarized with the forms which they indicate.

Various procedures may be used to establish the concrete imagery needed for inspecting the globe and maps. For example, through the use of pictures showing sequences of action interesting to children, their attention may be drawn naturally to the basic surface features, to the basic vegetation types, and to the bodies of water. Such activity extends their firsthand observations and helps to provide a useful foundation of concrete, though indirect, experience for later map work. They will then be prepared to visualize areas shown on maps.

Children will also need to be introduced to the seasonal activities of people, as a basis for their understanding of seasonal differences in a given region and differences, at the same season, from region to region. In order that they may realize that not all areas on the earth are like the

one in which they live, they should be shown the kinds of views which an observant traveler may see—dry and wet lands, inhabited and uninhabited regions, warm and cold regions, small bodies of water, and immense expanses of water. These and other preparatory experiences should form the pupils' introduction to the cultural and natural features of the earth, as these are shown on maps.

#### INTRODUCING THE GLOBE

**A**S ANOTHER phase of the readiness program, pupils should be introduced to extremely simple globes that emphasize sphericity and that do not show the customary parallels and meridians. The early presentation of the globe is not a new idea, for it has long been the custom in schools to precede the study of maps with instruction about the globe. However, the pictorial globes that have been used usually have included too many circles, too many place names, and too complex a representation of the land for the beginner. The first globe displayed probably should show nothing more than land, water, the poles, and the equator, and these four representations should be explained to the child.

At the very beginning, it would be wise to initiate the concept of legends of the type which accompany maps. For example, including on this beginner's globe a key for land and water would accomplish this purpose. Gradually, children should be shown on pictorial globes the eastern and western hemispheres and the northern and southern hemispheres. In fact, they should be given as many different views of the earth as possible. As the study proceeds, the continents and oceans may be named. Later, symbols for terrain may be added and explained; still later, vegetation types may be distinguished.

Attention should be drawn repeatedly to the relative positions of the several continents and oceans, which children should learn to refer to by name. By the end of Grade 4, those who are making normal progress should be so familiar with the appearance of the globe, as viewed from all possible positions, that they are ready for systematic instruction in the use of maps.

#### INTRODUCING MAPS AND THEIR SYMBOLS

**E**VEN before pupils are entirely familiar with the globe, the teacher may begin gradually to plant the idea of a map. He may present aerial views—first oblique views and then vertical ones—in close relationship to ground photographs of the same place. He may lead the child to study

pictorial diagrams in which first one and then another of the pictorial features is eliminated. The pupils should also engage in many simple mapping activities, such as making a floor plan or a diagram of streets in the neighborhood.

Children also need to be shown—not, however, by the traditional method of sectioning an orange—that any part of the globe may be transferred to a flat map. They must be given opportunities to see an area on a globe adjacent to a flat map of the identical area. Through such experiences, they should come to understand that a map is made to represent an area on the earth by a selection of pertinent data about that area.

In the study of simple cultures, widely scattered over the earth, the location of regions may be shown first on the globe and then on maps. Gradually, one important symbol after another may be taught, beginning with the simplest and most necessary symbols. Pupils should become familiar with the Arctic Circle and the Antarctic Circle when they study a polar or near-polar people. Here, also, should be explained the facts of summer light and winter darkness in the polar regions. Children should learn about the Tropics of Cancer and Capricorn during the study of a tropical people. Like the equator, these circles may be explained as imaginary lines drawn around the earth, between which the sun is directly overhead at some time during each year.

At this stage, pupils have no need for understanding latitude. They are not yet prepared to use latitude in locating places, describing locations, or interpreting the length of day and of the growing season. Parallels of latitude, shown merely as east-west lines and meridians, as north-south lines, both helpful in determining directions, should be presented to him.

**T**HE use of more complex keys for identifying terrain or elevation or vegetation on the globe and on maps should be explained, as well as the meaning of scale of miles. Particular emphasis on the fact that the scale of miles is not the same on all maps is needed. For this purpose, pupils should be shown the same area represented on widely different scales. They should practice ascertaining the distance between places and should come to realize how they can best use maps drawn to small scales or large scales. All such matters are clarified by firsthand experiences with maps.

Simple rainfall maps, showing several categories of rainfall, should also be introduced. It is quite useless, however, to present the usual rain-

fall map, on which inches of precipitation are shown, without a discussion of what rainfall is and how it is measured. Major vegetation types should be related to differences of rainfall. Moreover the concept of effective rainfall needs to be introduced to make it clear why farmers need more rain in hot countries than in cold countries. An understanding of such matters helps to make the map meaningful to the children.

Pupils should be taught how to follow the course of a river on a map; and the symbol used for river, as well as the meaning of such terms as source, channel, course, mouth, branch, upper river, lower river, and the fact that rivers flow in many directions should be explained. The population map should also be used. However, for explaining the facts of population distribution, descriptive categories of density rather than population density per square mile should be used in the middle grades. Square measure is not taught in most elementary schools throughout the country until Grade 6, and the square mile is not ordinarily introduced until Grade 7. Furthermore, the young child has no need for exact population figures.

The meaning of the many specific terms which the pupil finds on maps, such as bay, peninsula, isthmus, and cape, should be clarified, and the symbols for a city and for a capital city should be taught. It is not enough, however, merely to refer to dots and stars. The significance of the difference in the size of the dots and the meaning of "capital" must also be made clear. The pupil should also be taught the means used to depict railroad and steamship routes, the use of color on maps of different kinds, especially on elevation, vegetation, and political maps, and the meaning of "up" and "down" with reference to the globe and maps.

In a word, the teacher should assume no understanding of the meaning of maps and map symbols but should teach each new element explicitly. Every item, from the differentiation of land and water to the symbol for a city, needs to be clothed with significance for the child.

#### LATITUDE AND LONGITUDE

**I**N THE past, the degree as a measure of latitude has been taught frequently in Grades 3 and 4 and occasionally in Grade 5. A degree of latitude has been defined as a unit, the equivalent of about 70 miles, used in measuring the distance from the equator to the poles. To an intelligent child, such a definition implies that a degree is a linear unit only and fails to explain

why there are 90 degrees between the equator and the pole. The maps presented to the child often include degree markings for meridians, as well as parallels, before degrees of longitude are taught. There is nothing, therefore, to prevent the pupil from reaching the conclusion—not illogically—that these degrees also represent distances of about 70 miles. Then, if he is of an inquiring nature, he wonders how that can possibly be true and is more puzzled than ever.

In view of the fact that pupils in our upper grades and often freshmen in college are unable to use latitude intelligently,<sup>3</sup> teachers may well revise their approach. Instead of teaching children to measure latitude before they have grasped its influence upon climate, why not reveal to them the striking differences among the broad belts around the earth, namely, the low latitudes, the middle latitudes, and the high latitudes, each of which may easily be identified with roughly a third of the distance from equator to pole? They should be taught these terms, should learn these broad distinctions, and should come to use them in locating places and in noting marked differences in the length of day and the length of the growing season. Later, in Grade 6, the fine distinctions represented by degrees of latitude may be taught in order to meet increasing requirements for specificity. By that time children will be ready for a really adequate definition of degree of latitude.

No one would question that longitude is far less essential to elementary geography than latitude. For this reason, longitude should be taught at least a year later. Naturally, the pupil is introduced early in his career to the meridians as north-south lines. He also knows that they pass through the poles and that they are circles of the same size. In his study of the British Isles, he may be told about Greenwich and how it came to be used as a reference point for estimating longitude. Through the use of maps showing the time bands of this country, and later of the

world, he may come to know how the hour variations are measured from Greenwich. By inspection of the globe he may be led to see how such variations differ at different latitudes. The international date line in the Pacific may be explained as a line the crossing of which makes the traveler "lose" or "gain" a day, depending on the direction in which he is going.

#### PRACTICE AND PERSISTENCE

**M**OST pupils do not acquire a map skill in one lesson. Therefore, several successive map experiences should be furnished in cultivating any new map concept, in order to give additional practice on skills already presented. Furthermore, after all the essential principles of map reading have been developed, pupils require much practice in discovering what a map tells about a given region. By the end of the elementary school period, normal pupils should have a thorough understanding of maps of all kinds and should be accustomed to using them for their own purposes, as frequently and as capably as they use textual material.

The need for the type of teaching described is self-evident, because the map is an advanced symbolic representation. In the past, we have made the mistake of plunging the child abruptly into the use of the finished map and of depending largely on incidental teaching to overcome his appalling ignorance. However, a plan much more gradual, much more explicit, and much more in harmony with children's levels of maturity is needed. By preparing children as fully as possible for the interpretation of the major types of maps that they will need to use, we shall overcome their lack of spatial orientation, their lack of knowledge of the terms found on maps, their inability to use the legends and the many other obstacles to their successful use of this essential geographic tool. Since the map is a basal implement in geography, and social studies, such instruction will not only reduce failure to a great extent but will also contribute to increased understanding and skill in interpretation.

<sup>3</sup>Francis Everette Lord, "The Ability to Make Geographical Uses of the Ideas of Longitude and Latitude," cited above.

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The possession of a skill by a pupil is no indication that he is in the *habit* of using it. The final test of a pupil's command of a skill is his actual performance in situations requiring the use of the necessary abilities. . . . The child's habit of using skills comes through the use of materials that are related to his experience. If, as Henry Johnson once pointed out, the child does not possess the essential experience, then it is the teacher's task to provide him with such experience either directly or vicariously. (Horace T. Morse and George H. McCune, *Selected Items for the Testing of Study Skills*, Bulletin No. 15, September, 1940. Washington: National Council for the Social Studies. 1940. P. 18.)



# A Peace Discussion Class Becomes a Peace Action Group

Robert La Follette

THE Social Science 316 course at Ball State Teachers College is known as "Backgrounds for World Peace." The class discussed in this article consisted of twenty-eight college students, most of the men being veterans. Subjects such as "Food for the Hungry," "Demobilization," "Conversion: Material and Human," "Population Factors of the Peace," "World Organization," and "Winning the Peace" had been or were being explored. It was conceded that food means peace, poverty means war; that there is distinction between relief and rehabilitation; that there is need for demobilization of ideas as well as of the military and industry; that the problem is one of human and material conversion rather than reconversion; that population pressure, balance and imbalance, and displaced and stateless people have to be given serious consideration; that peace is a process and that in the modern world it is indivisible. Panel and round table discussions and the use of visual aids helped make these more than semantic phrases. Yet there remained the realization that we all wanted to do something to establish peace rather than merely to talk about it. As one student put it, "Talking about the situation, the people and their need, is food for our thought but will hardly keep anyone from starving in Europe."

## BEGINNING OF ACTION

HERE was latent and potential opportunity. How concretely to implement it was the challenge. The instructor inquired of the group: "Why not have a heifer project?" Queried the group members: "What is that?" The idea was explained.

"It means that we shall have to work hard to

collect money for one or more quality heifers to be sent as our envoy of rehabilitation and good will to a family or families in Europe. Each heifer will become a link in an endless chain of good will. We shall give a quality heifer, already bred, to a European family. The recipient family must agree to give the first heifer calf to a neighbor and so will continue the endless chain." That was the idea. The group was asked whether they wanted to become the working core of the project. A veteran spoke up, "As a G.I. in the European Theater of Operations I personally know that due to the shortages of food, both for themselves and for their livestock, the people of Europe have been forced to kill many of their cattle. I also know that many cows were direct war casualties. In the beet fields of eastern France and Belgium I have seen hundreds of cattle killed by mines. The result is no dairy herds."

The idea was approved. How could the group organize to put it into effect? Suggestions came freely as to a speakers' committee, a finance committee, a publicity committee, a heifer-procurement committee, a ticket committee, a church-contact committee. All committees were to work interdependently as far as specific tasks allowed.

## WORKING THROUGH COMMITTEES

THE speakers' committee worked closely with the publicity committee. The latter prepared posters and ran news and feature stories in the college and downtown newspapers. At a college convocation the chairman of the speakers' committee explained the heifer project, and representatives of the finance committee passed quart milk bottles down the aisles for the collection. The class met at one o'clock each day. These two committees cooperated the following day for an even more thorough canvass, organizing to visit every class in session that period. The speakers' committee members gave three-minute talks and the finance committee personnel passed the milk bottles. Enthusiasm mounted as the contents of the bottles were emptied out on conference tables

Talk is easy and cheap, but action can be more fun. So demonstrates the head of the social studies department in the Ball State Teachers College, Muncie, Indiana.

in the classroom. The money was counted, packaged, and placed in a large sugar bag to await further increments.

As soon as enough money was on hand the first quality heifer was purchased. The heifer-procurement committee was aided by the Breeders Association of Delaware County in finding the heifers and in testing them for tuberculosis and Bangs disease. A fine Guernsey heifer was the first purchase and the procurement committee brought the heifer to the campus and staked her out under the campus trees. They found shelter for her at night in a campus supply shed, to which they returned her each evening and from which they brought her each of five mornings. This heightened interest in the campaign. The heifer was photographed with a group of students and the picture was carried on page one in the downtown evening newspaper.

Further impetus was given to the effort by an exhibit in the lobby of the college library demonstrating just what the current daily allotment of 1275 calories in the American Zone of occupation in Germany meant. Physically laid out on the display table were four and one-half slices of bread, three medium-sized potatoes, three tablespoonfuls of cereal, one teaspoonful of fat, and one teaspoonful of sugar. An explanatory poster and a milk bottle for contributions completed the exhibit. A little money was always left in the bottle to attract other coins. Milk bottles were placed in residence halls and a five-gallon milk can stationed in the student hangout.

#### COMMUNITY COOPERATION

SOME churches responded with donations, and carried notices in their bulletins. Two churches each gave a quality heifer in the name of the college. Five members of the class presented a panel discussion on "Why Feed the Hungry?" as a Sunday evening program in one of the churches and gave a panel broadcast over the local radio station.

The contagion of the idea extended to a third-grade class in the college laboratory school. Walking down the street with milk bottle in hand one of the Social Science 316 members met the teacher of the third grade. Upon learning the reason for the milk bottle the teacher invited the co-ed to visit her class and explain the project to the children. The idea seemed wonderful to the class and they proceeded to elect a treasurer (a lesson in governmental procedure). An English lesson was made of writing letters to their

mothers explaining why they wanted to take up money for the heifer. The money collected by the boys was put in one milk bottle and that by the girls in another. Finally they brought their money to a table and laid it out in half dollars, quarters, and so on, getting a lesson in mathematics. The children made a trip to the campus to see the heifer staked there.

The campaign for the Heifer Project was concluded on the tenth day with an address in the assembly hall by Vera Brittain, noted English author and journalist on "Which Way to Peace?" Five-gallon milk cans were placed at the entrances to receive contributions from any who had not yet had an opportunity.

#### END RESULTS

AS A result of the efforts and methods detailed above, six high quality heifers were sent abroad as links in an endless chain of good will. However, the major benefits derived, both for the members of the Social Science 316 class and for the campus and community, were educational.

One girl summed up her experience in these words: "It gave me a better insight into human nature. Some of the people were willing to give without asking questions, while others wanted to know why the heifers had to cost so much, how we were sure they would get to Europe, and many other questions before they were willing to give for the project."

Most of all the project did things to and for the members of the class. One student said: "Besides being fun, I think we did derive several other benefits from our heifer campaign. First in my mind is the idea that I had the feeling that I was personally doing something to help. That is a satisfaction that is definitely gratifying to anyone. Second, our attempt at helping had a definiteness about it that was reassuring. We weren't just helping; we had a definite goal at which to aim and specific addresses to which 'our' heifers were to be sent. Third, we had the experience of making the kind of contacts which we shall probably often be called upon to make as we take our place in the life of our school and our community. Fourth, we had the experience of turning an academic class into a practical life experience—always a desirable end or aim for teaching. And fifth, we have known the pleasure that can be derived from accomplishment and success—for our campaign was definitely more than successful."

# Social Education in Review: 1939-1945

Harry J. Marks

IN ADDITION to furnishing background material, *Social Education* contributes to the improvement of teaching through the publication of discussions, analyses, and reports of teaching principles and practices. The present article considers the latter issue only, in seeking the answer to the question: How well did *Social Education* foster superior teaching during the years of World War II? It is initially postulated that the quintessence of the best modern teaching is guidance without domination, with teacher-pupil planning, the development of self-propelling into self-guiding pupils, the organization of activities and materials either as experience units or in functional subject-matter units, with adaptation to individual needs and social demands.

Using these points of reference to tack down an identifiable pattern of educational outlook, it is proposed to evaluate about half of the 475 items (exclusive of departments and book reviews, but including editorials) that appeared in the six-year period, namely, those dealing primarily with teaching. The remainder, concerning subject matter, teacher orientation, and the like will here be neglected.

Something can be learned from a tabular breakdown of the articles on teaching. The 255 articles on aspects of teaching may be classified as follows:

A former teacher of social studies in the Amherst, Massachusetts High School, now an instructor in the Hartford Branch of the University of Connecticut, analyzes that part of *Social Education* content which, in a six-year period, was concerned with the teaching of social studies. The point of view is that of what is somewhat loosely known as Progressive Education. The analysis and evaluation, it should be noted, does not take account of other publications of the National Council for the Social Studies—yearbooks, bulletins, resource units, policy statements—or of programs and emphases in National Council meetings.

EDITOR.

## A. General Role of the Social Studies and the Social Studies Teacher (80 articles)

- |  |    |
|--|----|
| 1. Role of social studies teachers<br>(in general: 11; in the war: 31) | 42 |
| 2. Defense of social studies teaching                                  | 18 |
| 3. Problems in educating for democracy                                 | 20 |

## B. Aspects of Social Studies Teaching (147 articles)

- |  |    |
|--|----|
| 1. Democracy in teaching, teacher-pupil planning | 23 |
| 2. Teaching skills and abilities                 | 21 |
| 3. Teaching attitudes, appreciations, ideals     | 4  |
| 4. Providing for individual differences          | 15 |
| 5. Creative activities                           | 3  |
| 6. Unit procedures                               | 10 |
| 7. Using community resources                     | 30 |
| 8. Teaching current events                       | 12 |
| 9. "Extra" curricular activities                 | 10 |
| 10. College social studies                       | 4  |
| 11. Evaluations                                  | 15 |

## C. Devices (28 articles)

- |                          |    |
|--------------------------|----|
| 1. Drill                 | 4  |
| 2. Audio-visual aids     | 13 |
| 3. Miscellaneous devices | 11 |

FROM the fact that almost a third of the number of items under consideration can be grouped under the heading, "General Role of the Social Studies and the Social Studies Teacher," it is patent that contributors were concerned with their professional selves, their place in the nation, the world, and the war. It is natural that the theme most often treated involved the relationship between the social studies teacher and the war. A re-reading of these articles now, "after the duration," finds most of them no less flat than they had seemed when read in wartime; in general, they strike one reader, at least, as exhortatory, abstract, aloof from the classroom, and repetitious. Variants of "Keep cool," "Be objective," and "Carry on the cause of democracy," occur and recur. Perhaps this was even a desirable way of reminding ourselves of these general aims, although their effectiveness is another matter. Three or four articles went so far as to touch on classroom practice, but most of them projected ideal goals and left suitable application to the individuals teachers.

Among the articles classified under the heading, "Defense of social studies teaching," most



space went to the *New York Times*-Nevins-Fraser campaign to stultify the teaching of American history, and to the efforts of the NAM to emasculate the textbooks. Against the assault on history teaching the defense was spirited, broad-gauge, and aggressive; toward the NAM all was decorous. Nothing appeared, after the attempt to burn the books had been extinguished, to expose the coy effort of the NAM to embrace the teaching profession in a bearhug, or to unveil the aims, history, composition, methods, and accomplishments of the NAM.

#### CONCERNING DEMOCRACY

ARTICLES on democratic practice varied from occasional low-grade inspirationalism to more frequent tentatives in the direction of hardheaded analysis, usually of practice or accepted theory.

In the group of articles assessing the role of the social studies teacher in general, only one of twelve authors assumed the attitude of disdain toward children's needs reminiscent of Farragut's scorn for the torpedoes in Mobile Bay, and ordered full speed ahead for the professional historians to teach history.<sup>1</sup> On the other hand, timidity was crowded aside in behalf of a program of positive teaching—even indoctrination—for democracy, in articles by Michener, Crary, Kerrison, Moon, and others.<sup>2</sup> One undeniable subject-matter specialist, Dean Robert Redfield, urged in December, 1941, *inter alia*, the superior importance of teaching children to deal with how's and why's, rather than to concentrate on specific items of information. Yet nowhere in the dozens of articles and editorials preaching, promoting, and proclaiming democracy can one find a realistic analysis of the actual meanings of democracy. True it is that one article promulgated the dynamics of democracy while another denounced a dynamic interpretation as atheistical,<sup>3</sup> but none analyzed or described the content of democracy, either in connection with teaching (where it is, however, implicit in a number of wholesome articles) or as a contribution to teacher orientation. It almost suggests that democracy is a word to conjure with, not a term of daylight meaning.

<sup>1</sup> VI: 80-82, February, 1942.

<sup>2</sup> IV: 530-31, December, 1940; V: 92-93, February, 1941; VII: 104-06, March, 1943; VIII: 79-81, February, 1944.

<sup>3</sup> V: 485-87, November, 1941, and VI: 295-96, November, 1942.

#### CLASSROOM TECHNIQUES

CROSSING the nebulous boundary to superior classroom techniques, one finds a group of 23 items. Since the extent to which *Social Education* contributed to and reflected the modernization of teaching as a whole is concentrated in this group of articles, they will repay more extensive scrutiny. The periodical published only one frontal attack on improved practices. Under the title, "Is Our Elementary Education Too Soft?"<sup>4</sup> which is itself revealing, the author paraded the usual misconceptions about "Progressive Education," which were decisively answered two issues later.

Teachers who become aware of the limitations of even the best traditional teaching, and who try to improve their effectiveness by moving in modern directions, almost inevitably pass through a stage in which their aims outrun their resources. Their work incorporates much that is up to date and improved, but it still bears the stigmata of the unreconstructed past. Such teachers, pulling up the profession by its bootstraps, deserve encouragement and discriminating criticism to help them complete their metamorphosis. There are half a dozen samples illustrative of some of the problems arising when one reconstructs one's teaching outlook and procedures.

One author, in two articles, calls for what is really a guidance point of view and a guidance program, although from his positive recommendations there is no sign that he knows that what he demands is already being practiced in superior schools.<sup>5</sup> Another article, advocating pupil activities free from teacher dictatorship, curiously advances the utterly untenable assumption that democratic procedures are unfeasible "for children in the first five or six grades, . . . during this time they must be taught to obey constituted authority."<sup>6</sup> An admirable article on "Democracy in Problems of Democracy"<sup>7</sup> exhibits a teacher's sense of guilt because he required research reports and conducted the review himself at the end of the semester. But there need have been no violation of democratic principles if only the teacher had persuaded the class to accept for itself the goals he had in mind, and if agreement had been secured on procedure. What troubled this teacher was the prevalent confusion of form and essence, the form of "self-govern-

<sup>4</sup> V: 438-41, October, 1941.

<sup>5</sup> III: 523-25, November, 1939; IV: 531-32, December, 1940.

<sup>6</sup> IV: 228-30, April, 1940.

<sup>7</sup> V: 495-99, November, 1941.

ment" mistaken for the fundamentals of responsible cooperation and leadership with consent.

For many teachers it is difficult to reach the level of genuinely cooperative teaching-learning situations, and for some the initial steps are hesitant, formal, and temporary. It is easy to recognize pseudo-democracy as reported in "Pupil Democracy in Action"<sup>8</sup> in which there is no evidence of more than a formal bow to democracy, no hint of the intense, serious grappling within the group so characteristic of a class faced with real opportunities for choice. Nevertheless, the teacher was willing, for a time at least, to bend if not to break the excessively formal bounds of traditional content organization.

In contrast to subject-matter orientation, no fewer than ten articles presented modern viewpoints and practices. Two articles presented the framework necessary for adapting high school social studies courses to adolescent needs,<sup>9</sup> while eight others described teacher-pupil planning and other up-to-date practices in elementary, junior high, and senior high school classes.<sup>10</sup> Few social studies teachers could fail to profit from study of these reports and analyses.

OF THE 21 articles on teaching skills and abilities, eleven concerned teaching critical thinking, and six of these discussed ways in which children analyzed their sources of information and the processes whereby they arrived at their opinions. One author presented two substantial articles on social studies skills, together with a program for teaching them. It must be noted that most of the contributions on skills and abilities treated problems ignored in most classrooms.

That only four of the 475 articles appearing in five years dealt with the teaching of attitudes, appreciations, and ideals, is no less startling than the fact that not one was published during the three and a half years of American military participation in the war. While two authors presented sound general statements of the issues involved, and offered hints for attack, a third, reporting "no shift in attitude" as a result of a given college social studies course, levelled implicit criticism of the character of instruction. A fourth article revealed that some high school

seniors were deficient in understanding of communism and fascism, less so about democracy. One reader is forced to the same conclusion respecting the teacher. From an examination of these articles, one may wonder whether social studies teachers did not seriously neglect an area at precisely the time when the utmost clarity and emphasis were most urgently needed.

Providing for individual differences inspired a budget of fifteen articles, with major attention focused on slow learners. "Individualization in the Social Studies"<sup>11</sup> comprehensively presents teaching as guidance, setting forth specific objectives, and could be ranged with the ten contributions on modern teaching.

Only three articles are classified under the heading of creative activities, and all of them describe the use of dramatics to enrich routine procedures. The guidance value of expressive activities is treated in two of them. It will be freely granted that the activities described in the reports of modern classroom practices are also creative, and consequently it might be suggested that the rubric should be changed to "Dramatization." It seems more pregnant, however, to retain the broader title if only to indicate by omission that creative writing, art work, music, and the like, tend to be neglected in developing the effective aspects of the social studies.

IN VIEW of the central place occupied by unit procedures in modern teaching, the ten articles assigned to this heading require analysis. A good example on traditionalism moving on the road toward functional subject-matter units is presented in "Procedures in Teaching History,"<sup>12</sup> which opens with a statement of general principles to which no modern teacher need take exception. Once presented, these fine principles are immediately jettisoned: the subsequent discussion reveals the abyss between verbalized principles and classroom practices. At the same time it must be recognized that a rich variety of activities is suggested, providing a vast improvement over the impoverished fare served to traditional classes. Similarly, a suggested source unit on Alaska for intermediate grades<sup>13</sup> unfortunately provides, as reported, no place for pupils to share in planning the unit, unnecessarily narrows the objectives, and ignores the evaluation phase entirely. These defects are the more regrettable as

<sup>8</sup> V: 586-89, December, 1941.

<sup>9</sup> III: 543-46, November, 1939; IV: 461-65, November, 1940.

<sup>10</sup> IV: 258-61, April, 1940; V: 41-4, January, 1941; V: 104-06, February, 1941; V: 273-76 and 280-82, April, 1941; VI: 23-6, January, 1942; VII: 171-73, April, 1943; IX: 60-2, February, 1945.

<sup>11</sup> III: 402-08, September, 1939.

<sup>12</sup> III: 394-401, September, 1939.

<sup>13</sup> IV: 39-43, January, 1940.

the article otherwise offers useful suggestions for a source unit. Two articles should be cited as reports of good, modern experience units: "Purifying Water: A Second-Grade Project" and "Pan-American Highway: A Fifth-Grade Project."<sup>14</sup>

At least half of the 30 articles on using community resources can be classified as unequivocally modern in spirit and practice—naturally enough, since those teachers who break out of the walls of the conventional classroom have already broken with purely formal procedures of teaching.

Of the twelve articles on teaching current events, only two presented gadgets. While several contributions would be of help to teachers, one in particular deserves comment because of its wider bearing, and because it illustrates a common pitfall in discussing contemporary affairs in the classroom. "Putting Objectives to Work"<sup>15</sup> details the use of a list of objectives by the teacher of an eighth-grade class in order to keep them in mind during discussions of the war. They are general goals, individually impeccable. But it is to be feared that many teachers trying to "foster attitudes of tolerance and open-mindedness" stop there, proud of teaching children to suspend judgment, as though it were not necessary to form conclusions, tentative though they may need to be. But judgment may be suspended by the neck, until dead. Throughout life everyone is constantly making decisions on the basis of incomplete data: children need to be taught not to eschew judgments as though they were intellectually contaminating but rather how to arrive at tentative opinions on the basis of the best available evidence.

ONE of the most penetrating studies in all the issues of *Social Education* under review here is included among the thirteen on evaluation. As a result of "Testing the Effectiveness of High School Courses in American History,"<sup>16</sup> the author cautiously concedes that it is difficult "to escape the conclusion that instruction in American history and government has been, to some extent at least, effective." "Yet it is the virtual absence of improvement in the last two years of high school that is perturbing. And the case is the same with logical reasoning." Challenging the relevancy of the whole issue raised by the *New York Times*-Nevins-Fraser tempest, he places it in a teapot and affirms the need for "a more compre-

hensive strategy" for "improvement in the whole field of history-social studies." He would seek a redefinition of aims, distinguishing between goals which are necessary and sufficient and those which are merely desirable.

We can readily make out a case for what is *desirable*: we can, for example, show that a knowledge of American history is a desirable quality in a good citizen; but we cannot show that it is necessary: men may be good citizens without it. Nor can we show that a particular level of knowledge is *sufficient*. Unfortunately, however, there is no limit to the number of desirable characteristics that we can propose or to the number of "topics" that have "some" potential value. The task before us is to establish more rational criteria for selection among many "desirables."

One of the six articles on audio-visual aids, but a valuable one, deals with music: "Music in Junior High School American History."<sup>17</sup> A class not only learned *about* music and heard music on records, they went further and sang and danced. What the author describes could be done in many other classes.

#### MAJOR NEEDS

IN PLACE of an impossible summary of 261 articles dealing with teaching, it seems more appropriate to note those areas which, according to this survey, most urgently need additional attention. These five concluding observations are selective rather than inclusive.

First, a more searching analysis of the meaning of democracy, both ideal and contemporary, would underpin the ultimate frame of reference of the social studies. As a result, improved statements of objectives could be expected.

Second, the vitalization of teaching democratic principles and behavior, realistically defined, will require not a few discussions and illustrations of teacher-pupil planning.

In close union with this, third, we should look for a series of logs of experience and functional subject-matter units, with full attention to what happens rather than the exclusive reporting of content. One might here anticipate discussion of the different kind of planning which is preliminary to modern teaching.

Fourth, the emotional aspect of social studies teaching, involving attitudes, appreciations, and creative activities, constitutes the area most neglected and probably most in need of development.

Finally, coupled with the fourth point, there should be reports on the development of appropriate procedures for evaluating the teaching of attitudes and appreciations.

<sup>14</sup> V: 45-47, January, 1941; IX: 173-75, April, 1945.

<sup>15</sup> V: 202-03, March, 1941.

<sup>16</sup> VIII: 216-19, May, 1944.

<sup>17</sup> VI: 128-30, March, 1942.



# The ILO: A Social Study

Edward Phelan

THE other day a letter came to my desk from the Wesley School in Shagamu, Nigeria. It read: "Dear Sir, Having got your name and address from one of my best friends in Shagamu. I quick make up my mind to communicate you with this letter, to ask for your catalogue. If this my request is granted, I shall recommend your name to all my friends here. I waiting for your good reply by next mail coming. Yours Faithfully, Emanuel Olu. Shokoya."

Needless to say, a number of publications were sent to our African correspondent. The thirst for information he expressed has been duplicated in many hundreds of letters to the International Labor Office from students in all parts of the world.

Much more typical, however, in the United States and in other countries as well, is the student who is wrapped up in his own personal affairs, who does not try to understand the complicated workings of the United Nations and its specialized agencies because they do not directly touch his private existence. He is the student who must be reached with the facts of international life if we are to have a strong United Nations, supported by an intelligent public opinion.

## CASE STUDY IN COOPERATION

NEXT to the United Nations itself, no international body offers a better demonstration of world cooperation than the International Labor Organization. Founded in 1919, it has operated continuously for twenty-seven years. For twenty years headquarters were maintained in Geneva; then during World War II temporary headquarters were established in Montreal. The ILO is now a senior member of the family of specialized agencies under agreement with the United Nations.

The International Labor Office has proved to be the longest lived and most effective of the agencies for international cooperation that were founded at the end of the First World War. This account of its activities is contributed by the Director General of the ILO.

During more than a quarter century of life, the ILO has had a profound effect on the lives of the common people of all countries. It has stood for social progress and the raising of economic standards throughout the world. But more than this, it has stood and still stands for the dignity of the individual, whether he be an employer or a manual laborer.

The ILO makes an especially good case study in international cooperation because it has many specific accomplishments to its credit. Since 1919, international labor conferences have approved some eighty international labor conventions (treaties) and eighty recommendations, which taken together make a comprehensive international code of labor standards. These conventions have no legal force, of course, unless they are ratified by the national legislatures of nations belonging to the ILO. At the end of February, 1947, there had been 923 individual ratifications. The ratifying nations thus accepted responsibility for bringing their legislation into line with the standards they had approved.

Among the subjects covered by international labor treaties or agreements are these: protection of women and young workers, by limiting night work employment in dangerous occupations; prohibiting child labor; paid vacations, including six weeks off with pay for working mothers before and after the birth of a child; minimum standards of social insurance; factory inspection, to insure safe and sanitary conditions; prohibition of indentured servitude in colonial areas; vocational training; fixing of minimum wages and maximum hours; and full employment.

But more important than the ratification of labor treaties or conventions is the moral force generated by the ILO. The mere fact that standards of wages or working conditions have been approved by a two-thirds majority of the responsible representatives of labor, management and government, from many countries, has an incalculable effect. Even a recommendation, coming from an ILO conference in this way, carries some authority, as an expression of the consensus of informed opinion in the field of international labor.

## ILO ACHIEVES RESULTS

THE technique of management-labor-government cooperation developed by the ILO over the years also holds a lesson for those who are disturbed about labor strife within the Western nations. The experience of the ILO is that if you can get representatives of these three groups together in a conference room, and present them with accurate information about the subject under discussion, they will find a basis for agreement. Sometimes there has been bitter strife between the employers' and workers' groups in ILO meetings, but in most cases they get together on some middle ground.

A good example of this was the ILO's special maritime conference in Seattle last summer. After prolonged argument and recriminations, the conference finally reached agreement on certain basic standards for merchant seamen. Most controversial of all questions discussed at Seattle was that of a basic minimum wage. In the end, agreement was reached on a minimum of £16, or \$64. The representatives of U.S. seamen's unions fought against this, pointing out that their minimum wage was over twice this amount. But seamen as well as employers from other countries pointed out that the merchant fleets of many countries were much lower than the proposed minimum, and if an agreement were to have any practical value, it would have to be within reach of the less advanced countries.

Other agreements drafted by the Seattle Maritime Conference called for a basic eight-hour day, vacations with pay for seamen with more than six months of continuous service, medical and unemployment benefits for seamen, pensions at 55 or 60, certification of ship cooks, government responsibility for seeing that good food is supplied on shipboard, and minimum standards for crew quarters. Some of these latter provisions will directly benefit American seamen. Indirectly the effects will be much greater, for American standards will become more secure as poorer conditions are improved in other parts of the world.

From the viewpoint of social studies teachers, however, the things that American labor stands to gain are less important than the fact that the ILO offers a living demonstration of effective international cooperation over the years. It has proved that management, labor and government can work together, not merely in one industry and one nation, but on a world-wide basis. If this is possible in a difficult and controversial area like labor relations, it should be possible on the political level as well. This should strengthen confidence in the United Nations.

## THE ILO AND THE SCHOOLS

THE ILO and the United Nations both depend to a great extent on public opinion, in America and throughout the world. They can function with full effectiveness only if they have the sustained support of an informed public. In the long run, this can be achieved only through the schools. To aid the teacher, the United Nations Department of Public Information at Lake Success has produced a wide variety of teaching aids—pamphlets, charts, and even such devices as filmstrips.

The ILO is attempting to accomplish the same thing, on a more modest scale, by increasing the scope and variety of its popular publications. Now in preparation, for example, is a short pamphlet designed especially for the use of social studies teachers in the secondary schools. In addition, a new series of ILO Public Information Bulletins is planned, to reduce to simple terms the valuable technical reports published by the Office. Other background material is available at the U.S. branch of the International Labor Office, 734 Jackson Place, Washington 6, D.C.

The challenge to American teachers is to pass along to their students the information on United Nations agencies that is readily available. Given the facts, the students will acquire a new interest in and enthusiasm for international cooperation.

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The immediate problems of restarting economic life all over the world will need to be considered both on a regional basis and on a world-wide basis. They will also have to be carefully geared in with the long-term problems of production, employment, international trade, and improved living standards. If we are to seek an improved standard of living we will have to provide an expanding production for peacetime consumption; we will have to provide the jobs for which we have found the supply of labor. We must know what we as people want—how we want to live, what we want to eat, what we want to do, what we want to wear. Then we must adapt our production, our distribution, to what we as people want (Carol Riegelman, "Liquidating the War: Economic and Social Rehabilitation," in Erling M. Hunt (Ed.), *Citizens for a New World*. Fourteenth Yearbook. Washington: National Council for the Social Studies, 1944. P. 71).

# Children's Problems and the Curriculum

Muriel Crosby

ANY curriculum that successfully meets the needs of today's children is based upon the assumption that everyone, including children, has problems, and that a drive toward solving individual problems is sound motivation in social education. Children's problems are significant in curriculum construction because they derive from fundamental problems of society. The social goals of education can be achieved only in terms of certain basic processes which may be identified as (1) the improvement of human relationships; (2) the development of social sensitivity; (3) the practice of social disciplines; (4) the development of abilities in and techniques for communicating thought and ideas; and (5) the development of abilities and skills that result in competent self-direction.

How can the curriculum that teachers and children construct together advance the progressive integration of young children and reflect a philosophy in which children's problems are inherently significant? This particular area of study, more than any other in the field of curriculum construction, is in need of intensive research, study, and clarification.

## BASIC ASSUMPTIONS

TO GUIDE children effectively in the development of their curriculum, a teacher needs understandings both of children and their needs and of society and its needs, together with skill in creating a learning situation through which social goals are reached. The teacher who possesses this understanding recognizes that all problems are essentially an expression of some need and that in an ideal social order there would be no conflict between society and its

children in the adequate satisfaction of children's needs. He has also required the wisdom to recognize the fact that the functioning of a true democracy is our aspiration, not our realization, and that we therefore experience in our living certain problems in which the needs of children and society coincide and other problems in which they conflict.

What evidences indicate that the teacher possesses understanding and skill in utilizing children's problems in curriculum construction? The teacher first recognizes children's problems as expressions of major social problems. He then interprets them in terms broader than those in which children express them. He uses mature judgment and skill in guiding children in defining, selecting, and rejecting problems, and he recognizes the functional relationship between purposes and ways of achieving purposes. Suggested questions should guide also the teacher's evaluation of his understanding and skill in utilizing children's problems in curriculum construction. (1) Is each problem that has been selected and accepted by teacher and children, acting together as a group, an expression of children's personally felt needs so that each has purpose and meaning for the children? (2) Has there been discrimination in the selection of problems in terms of possibilities for solution, desirability for these children, significance not only for children but for society? (3) Have the problems been organized by the group so that there are relationship and continuity in their solution, resulting in increased integration of children?

Chart I illustrates the functioning of children's problems in the present program of many primary-grade groups in a large city school system. The chart provides a synthesis, by grades, of the aspects of one area—"Community Living"—that are studied, together with the most frequent emphases and interpretations that have been worked out cooperatively by teachers and children. The area of community living has been selected because it illustrates so clearly the slowly maturing

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What are the immediate problems of children in the primary grades? How do those problems change from grade to grade? These are the questions here explored by the former primary-level supervisor in the public schools of the District of Columbia.

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## CHART I

ASPECTS AND MAJOR INTERPRETATIONS OF COMMUNITY LIVING FOUND  
IN GRADES I TO IV

Grade	Aspects	Major Interpretations
I	Knowing the community Interrelationships between the family and the community Agencies in our community Safety	Interviewing workers Building a library Making a model street Making a school bus
II	Community living Agencies in our community Community services Workers in our community Safety in our neighborhood Communication in our neighborhood	Building a miniature of our community Making trips to agencies Making a table map Collecting and exhibiting materials Building a library Building shops Interviewing workers Collecting and planting seeds Reading, use of language and fine arts Making books Having a room and school newspaper
III	<i>Theme: Our Community and Our City</i> Recreational facilities Transportation in our neighborhood Safety Importance of transportation in supplying our needs Homes in our community Workers who build our homes Need for workers in stores that supply our needs History of our community (Indians and early settlers) Finishing our school (workmen; sources of materials) Clothing: sources, how it is brought to our city, how we can conserve it, how we can share it How Washingtonians depend on others for clothing and shelter How our city helps the nation	Visits to community recreational agencies Interviews with workers Reports, talks Building model planes and airports Dioramas of early American homes Pictures Maps of the community Murals Charts Dramatizing experiences Experiments
IV	<i>Theme: Chesapeake Bay Region</i> What the region gives to the city of Washington and our country How the region changed during the war How the occupations compare with those of earlier days How waterways affect our living How foods are transported from the region Corn and its effect on living in the region Highways of communication Recreational uses of the region	Making a map of the region Making charts of produce Committee reports Discussions Use of visual materials: books, charts Trip to Seventh Street Wharf Experiments

concept of the term "community." The concept expands from the five- and six-year-olds' own neighborhood to the fourth-grader's concept of the nation as a geographic, economic, and social community.

**S**PECIFIC problems selected by pupils in each of the four grades are listed below. The problems remain very similar from grade to grade. The differentiation is so slight as to raise questions concerning curriculum-making that is based on grade levels. Obviously arbitrary grade

grouping is inadequate in building a program concerned primarily with developing effective living through the school.

Typical problems selected by children in successive half years include:

*Grade 1A<sup>1</sup>*

- How to come to school
- Who helps us?
- How can we help?
- What makes things go?

<sup>1</sup> The qualification of a grade by the level "A" indicates the first half of the grade; "B" indicates the last half of the grade.

*Grade IB*

- How to come to school the shortest way
- How to be safe on the way to school
- What safety signs are near school?
- Who helps us at crossings?
- How to help the patrols and policemen
- How to help at home
- How to be safety helpers at home
- How to make home more pleasant
- How to be good citizens
- What to do to be more healthy

*Grade IIA*

- How firemen prevent and put out fires
- Where the police station is
- How to contact the police
- How schools help the community
- How to select good foods
- How to choose the cleanest stores, markets, bakeries
- Why we need a post office
- What a library does for the community

*Grade IIB*

- What our neighborhood is like
- Where it is in our city (directions)
- How large it is
- Where the different streets are
- Who lives on these streets
- How to get from home to school (safety)
- Where the principal buildings are
- Who works in these places
- How they can help us

*Grade III*

- What are some of the things the children in our neighborhood like to do after school?
- How can we use our community playgrounds?
- Who pays for and runs our playgrounds?
- What other public recreation grounds do we have in our neighborhood? In our city?
- What do they have to offer? How may they be used?
- How can we make use of the library?
- What other libraries do we have in our city?
- What organizations and clubs do we have for younger children?
- When and where do they meet?
- What activities do they carry on?
- How can children best enjoy the local movie?
- What are some good radio programs for children?
- What hobbies do children have?
- What are some of the trips we can take on Saturdays and Sundays to get acquainted with places of interest in our city?
- How do certain holidays or special days give opportunities for recreation?
- Why is it important for children to choose worthwhile things to do for recreation?

*Grade IV*

- Where this region is
- What types of water traffic are found on the Potomac River and the Bay?
- How the people of this region make a living
- What is being done for the greater safety of water travel?
- Why Baltimore and Norfolk are such important places in this region
- What changes have been made in this region since the war began?

## MATURITY LEVELS

ONE of the problems of greatest concern in planning curricula in the social studies centered in any single area of living is that of adequately providing for groups of different maturity levels. It is possible, and should be profitable and desirable, for instance, for any group of children to develop competence and understanding through experiences in family living in the home and in the community. Teacher and children selecting a study of homes as a major interest should be sure that the level of development is challenging to the group concerned. This, of course, is true for any area of study selected.

To determine typical problems defined by children in various grades in the primary level who were concerned with a study of homes, problems of twenty-five to thirty classes in each of six grade groups in this level were studied and a single set of problems representative of each grade group was selected for analysis. These problems are listed below. A valuable outcome of so listing children's problems is that we are able to recognize differences in maturity occurring between the beginning and end of the primary level that are ordinarily difficult to recognize.

*Kindergarten*

- We will build a playhouse. We want to know:
  - The kind of house to build
  - The number of rooms; which kind to have
  - The kind of furniture needed
  - Who will be in the family
  - How each member helps to make our home a happy place
  - How to care for our home
  - How to care for ourselves
  - How to practice safety and health in our homes.

*Grade IA*

- We will build a kitchen
- We will cook some easy things
- We will make a cook book
- We will have a luncheon.

*Grade IB*

- We want to find out about houses.
  - How are houses made?
  - What are houses made of
  - Who makes the houses?
  - How are houses heated?
  - How do we use electricity?
  - How do we get water in houses?
  - What is in a pretty yard?

*Grade IIA*

- Sinclair's friends want to find out:
  - How many kinds of homes do we live in?
  - What are our homes made of?

Animals use different kinds of materials for their homes.  
Do people?  
Why don't people all over the world live in the same kinds of homes?  
What do we think about when we choose a new home?

*Grade IIB*

We want to find out:  
What kinds of homes do most of the children in our neighborhood live in?  
What kinds of homes are being built now? Why?  
What workers are needed to build a house?  
What is each worker's job?  
What materials are used?  
What materials are very scarce today? Why?  
What substitute materials are being used?  
How is a modern house equipped?  
How can children help care for their homes?  
What can we do to care for equipment that is no longer obtainable?  
What workers in our neighborhood serve our homes?  
How does each help?  
How does the community make sure that our homes are safe?  
What building rules does our city have to keep our community attractive?  
What old materials used in building homes can be salvaged?

*Grade IIIA*

How many of us have always lived near our schools?  
Where did the rest of us live before we came to Washington, D.C.?  
Was your home on a farm, in the city, in a village, or in the suburbs?  
What can you find in our community that was not near your other home?  
What did you enjoy at your other home that is not in our community?  
Why has our school grown so big in the last two years?  
Is there any new building going on in our community?  
What things can you buy in our community?  
What do you have to go out of our community to get?

THE list of children's problems shows a subtle shift in emphasis, slight but none-the-less evident, from the dominant and overtly expressed interest in himself that characterizes the five- and six-year-old, to the seven-year-old's expression of interest in himself in relation to the environment with major, but not exclusive, interest in the physical rather than the social environment, toward the eight-year-old's beginning interest in himself in relation to the social group. It is impossible, of course, to associate definitely a specific factor of domination with any single age group, but a study of problems of almost one thousand children for each of the grade groups listed lends credence to the implication that factors of domination are present and that they change between the kindergarten and the fourth grade.

These changes of interest, the result of more and broader experience outside the school and of experience and guided growth in school, should of course be reflected in the types of problems selected to guide study at successive maturity levels. In addition, to be sure, the changes have implications for the learning experiences provided for children.

The whole area of children's problems needs study and exploration in functional situations. The social processes of education are of primary significance to the teacher. Children's problems in social living are the first consideration in planning the curriculum. The teacher who desires to achieve the maximum development of children will study their problems and utilize them as the foundation of the curriculum.

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Social growth is not brought about by instruction in responsibility, cooperation, or initiative. It is brought about by meeting situations of significance to the child which require, encourage, and nourish these characteristics. Respect for the opinions of others develops only when there are others who have opinions and the right to express them is held inviolate. Independence of thought and judgment are developed only when the individual may be independent in making decisions which really matter. It cannot develop when all decisions, all plans, all choices are made by another, even though she be a teacher. Social growth can take place only in a situation rich in social interaction just as physical growth can take place only when the body has appropriate nourishment. Social experience is the food for social growth (Blanche Verbeck, "A Teacher's Viewpoint," *Social Education for Young Children in the Kindergarten and Primary Grades*. Washington: National Council for the Social Studies, January, 1946. P. 15).

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# Notes and News

## National Council Committees

The personnel of standing committees of the National Council for the Social Studies, with the exception of the Public Relations Committee, is given below, together with the year of expiration of the term of office.

### *Academic Freedom*

Ruth West, Spokane, Washington, chairman, 1948  
Robert M. La Follette, Ball State Teachers College, Muncie, Indiana, 1947  
Anna Appleby, St. Petersburg, Florida, 1948  
Arch W. Troelstrup, Stephens College, Missouri, 1949

### *Audio-Visual Aids*

William H. Hartley, State Teachers College, Towson, Maryland, chairman, 1947  
S. R. Emmons, Baton Rouge, Louisiana, 1947  
W. Kenneth Fulkerson, John Marshall High School, Rochester, New York, 1947  
John G. Read, Rhode Island College of Education, Providence, 1947  
D. C. Rucker, Springfield, Missouri, 1947  
Richard E. Thursfield, Johns Hopkins University, 1947  
A. J. Dillehay, Akron, Ohio, 1948  
John H. Hamburg, Edgerton, Wisconsin, 1948  
Leland March, Westwood, New Jersey, 1948  
Liaison Representative to the Junior Town Meeting League, Hugh Laughlin, Ohio State University

### *Auditing*

Paul O. Carr, Wilson Teachers College, Washington, D.C., chairman, 1948  
William M. Brewer, Washington, D.C., 1948

### *Budget*

W. Francis English, University of Missouri, 1947  
Mary G. Kelty, Washington, D.C., 1947

### *Civic Education*

Julian C. Aldrich, New York University, chairman, 1947  
Millicent Haines, Lockport, New York, 1947  
Ruth M. Johnson, University of Wisconsin, 1947  
John W. Ray, Erie, Pennsylvania, 1947  
George H. Slappey, Atlanta, Georgia, 1947  
J. Garner Strobe, Cincinnati, Ohio, 1947  
Marlow Markert, Jennings, Missouri, 1948  
S. Howard Patterson, University of Pennsylvania, 1948  
Howard White, Miami University, 1948

### *Curriculum*

Roy A. Price, Syracuse University, chairman, 1948  
Mary Adams, Baltimore, Maryland, 1947  
Everett Augspurger, Cleveland, Ohio, 1947  
Gordon W. Blackwell, University of North Carolina, 1947  
W. H. Cartwright, Boston University, 1947  
Reverend Thomas J. Quigley, Pittsburgh, Pennsylvania, 1947  
Warren Seyfert, University of Chicago, 1947  
Margaret Griffiths, Sheboygan, Wisconsin, 1948  
Mary Willcockson, Miami University, 1948

### *Executive*

W. Linwood Chase, Boston University, 1947 (ex-officio)  
Erling M. Hunt, Columbia University, 1947 (ex-officio)  
Stanley E. Dimond, Detroit Public Schools, 1947

### *Finance*

Howard E. Wilson, Carnegie Endowment for International Peace, chairman, 1947  
Edgar B. Wesley, University of Minnesota, 1947  
J. W. Baldwin, University of Texas, 1948  
I. James Quillen, Stanford University, 1948  
Walter E. Myer, Washington, D.C., 1949  
Merrill F. Hartshorn, Executive Secretary, N.C.S.S. (ex-officio)

### *International Relations*

Wallace Taylor, State College for Teachers, Albany, New York, chairman, 1947  
Howard R. Anderson, U. S. Office of Education, Washington, D.C., 1947  
Julia Emery, Wichita, Kansas, 1947  
Erling M. Hunt, Columbia University, 1947  
Loretta E. Klee, Ithaca, New York, Public Schools, 1947  
I. James Quillen, Stanford University, 1947  
Theodore D. Rice, Oklahoma City, Oklahoma, 1947  
Richard W. Burkhart, Syracuse University, 1948  
Ella A. Hawkinson, State Teachers College, Moorhead, Minnesota, 1948  
Merrill F. Hartshorn, Executive Secretary, N.C.S.S. (ex-officio)

### *Nominations*

Allen Y. King, Cleveland, Ohio, chairman, 1947  
John H. Haefner, Iowa City, Iowa, 1948  
Robert H. Reid, Great Neck, New York, 1949

### *Publications*

R. O. Hughes, Pittsburgh, Pennsylvania, chairman, 1947  
Elaine Forsyth, State Teachers College, Albany, New York, 1948  
Ryland W. Crary, Columbia University, 1949

### *Resolutions*

Helen McCracken Carpenter, State Teachers College, Trenton, New Jersey, chairman, 1947  
Proctor W. Maynard, University of Minnesota, 1947  
Joe Park, Northwestern University, 1947

## Northwest Wisconsin

The Northwest Wisconsin Council for the Social Studies met in Eau Claire on February 28. Harold C. Deutsch of the University of Minnesota spoke on "The World Situation"; and Ruth M. Johnson, University High School, Madison, on "The Ways and Means of Teaching International Understandings." Four section meetings discussed "Materials and Methods in the Social Studies." That on "American History" was chaired by Margaret Bridges; on "Geography,"

by L. Emans; on "World History," by Joy Eliott; and on "American Problems and Civics," by John Hoar. Charles Schuller from the University Bureau of Visual Aids consulted with all groups.

Officers of the Northwest Wisconsin Council are: president, Marjorie M. Barnes, Eau Claire; vice-president, Robert M. Halmstad, Black River Falls; secretary, Margaret Lund, Chippewa Falls, and treasurer, Leah Fritz, Rice Lake.

M.M.B.

### New England Council

*The New England Social Studies Bulletin* for March, 1947, published by the New England Association of Social Studies Teachers, contains a digest of all but three of the 74 addresses made at the Annual Meeting of the National Council for the Social Studies in Boston last November. Elsie E. Whitney was chairman of the editorial committee which also included Henry Bragdon, Marion Chesley, Herbert A. Clark, Wilson C. Colvin, A. Imrie Dixon, Tyler Kepner, Waldo Palmer, and J. Abbott Vaughn. The N.E.A.S.S.T. has mailed copies of this issue of the bulletin to its members, to all who registered at the Boston Meeting of the N.C.S.S., to program advertisers and exhibitors, and to local schools, colleges, and individuals who helped financially to support the meeting. The National Council extends its thanks to the N.E.A.S.S.T. both for the summary and for its wide distribution.

### North Carolina

*The Social Studies in Action* is the title of the current issue of *The Bulletin* of the North Carolina Council for the Social Studies. It reviews the December conference of the N.C.C.S.S. at Greensboro. Robert C. Anderson gives a progress report on the "Social Studies Bulletin," now in preparation by the State Department of Public Instruction with the cooperation of the North Carolina Council. A committee will prepare an outline course of study for the elementary school and suggested content for each of the social studies courses in the high school. John E. Ivey, Jr., offers some suggestions for "Improving North Carolina Social Studies." Gordon Blackwell, in an article titled "Social Studies Council in the South," reports on a study he has made of state councils in the Southern region. Consideration is given to the question of developing a Southern Regional Council for the Social Studies.

The spring meeting of the North Carolina

Council was held in Asheville on March 28. John E. Ivey, Jr., Executive Secretary of the Committee on Southern Regional Studies in Education, spoke on "Social Studies in Action"; and Richard L. Weaver, Director for the North Carolina Resource-Use Education Commission, spoke on "Looking Toward a Program of Resource-Use Education in North Carolina."

### Missouri Council

The Missouri Council for the Social Studies met in Warrensburg on April 19. Buena Stolberg of Marshall High School prepared the program, on which Herbert Wheeler, State Commissioner of Education, spoke at the luncheon meeting. Dorothy Farthing of the University of Missouri Laboratory School presented a demonstration teaching project with an eighth-grade class in the morning session. Ernestine Ernst of St. Louis, with the help of a panel, conducted the afternoon conference period. Monia Cook Morris was in charge of arrangements. W.F.E.

The February issue of the *Missouri Social Studies Bulletin* contains articles on "The St. Louis Program of Human Relations," by Frank M. Sskwor; "Geography in the High School," by George D. Hubbard; "The First Institute on the United States and World Affairs," by Laura Cramer; and "The Responsibility of the Social Studies Teacher in the Atomic Age," by A. W. Troelstrup.

### Kentucky Council

The Annual Spring Meeting of the Kentucky Council for the Social Studies was held in Louisville on April 17. Anna B. Peck, University High School, Lexington, presided at a meeting addressed by Dorothy J. Hamilton, exchange teacher from England, now teaching in the Ashland, Kentucky, public schools. Robert E. Keohane, University of Chicago, spoke on "Teaching Critical Thinking for Our Times"; and Hugh M. Shafer, Morehead State Teachers College, discussed "Developing a Social Studies Curricula in Kentucky." E.F.H.

### Middle States Council

The forty-third annual spring meeting of the Middle States Council for the Social Studies was held in Philadelphia on March 21 and 22. A paper by Roy Price of Syracuse University treated "Citizenship in a Modern Democratic Society." Harry Bard of Baltimore gave the presidential address on "Reconstruction After Five Wars."

The Lessons Maryland Offers." Dean Harry J. Carman of Columbia College spoke on "You and the Fifty-Four Nations."

S. K. Stevens, Pennsylvania State Historian, addressed a general session on "State and Local History in Relation to National and International Affairs." Three sectional meetings, on the elementary, secondary, and college levels, then discussed problems relative to the use of local history. The Honorable José A. Mora of Uruguay was the luncheon speaker.

The officers of the Middle States Council are Morris Wolf, Girard College, president; Paul O. Carr, Wilson Teachers College, first vice-president; James B. Ranck, Hood College, second vice-president; Eleanor W. Thompson, South Philadelphia High School for Girls, secretary; and George I. Oeste, Germantown High School, editor.

### Summer Workshops and Conferences

The University of Southern California announces its second summer Workshop on Intercultural Education from June 23 to August 1. Membership is limited to forty. Application should be made to Mrs. Jane Hood, Director, School of Education, University of Southern California, Los Angeles 7, not later than May 15.

The seventh annual conference for teachers of the social sciences in secondary schools and junior colleges will be held July 23-25 at the University of Chicago. The theme will be "The Task of the Social Sciences in General Education." Programs may be had by addressing Earl S. Johnson, Box 51, 1126 East 59th Street, Chicago 37.

A Workshop in Labor and Industrial Relations for social studies teachers and others will be conducted at the University of Illinois, Urbana, from June 15 to July 3, under the auspices of the Institute of Labor and Industrial Relations. Applications must be made to the Institute as soon as possible, but not later than June 1.

W. Linwood Chase, president of the National Council, will offer courses at the State College of Washington, Pullman, during the summer.

### In Other Magazines

The January 15 issue of *Educational Research Bulletin* contains "This Business of Readability,"

a survey by Jeanne S. Chall of much of the research of the last fifteen years into the problem of graded reading materials. G. D. McGrath pleads for an improved "Teacher-Training Program." He finds a primary cause for the low interest and enrollment in teacher-training institutions in "the ridiculous professional-training program which many institutions require a potential teacher to complete before regular certification."

The *NEA Journal* for March includes Frances P. De Lancy's "The Social Studies Teacher in the Postwar World"; "The Little Workshop," by Adelene E. Howland; "Curriculum Leadership—The Teacher's Responsibility," by Alexander Frazier; E. C. Steele's "What About H. I. Henry?" which is an appeal that as much consideration be given to the younger non-veteran as to G-I Joe; and Ruth Strang's "Guidance thru the Whole School."

Social Studies teachers should have access to the *United Nations Weekly Bulletin* (International Documents Service, Columbia University Press, New York 27. 15 cents per copy; \$6.00 per year).

The March *Clearing House* contains Loretta Klee's "The Far East in Ithaca's Social Studies Curriculum." This is especially noteworthy for the manner in which the curriculum was constructed.

Five recent issues of the *Foreign Policy Reports* (Foreign Policy Association, 22 East 38 Street, New York 16. 25 cents each) are deserving of attention: January 15, Grant S. McClellan's "Labor's Program for British Industry"; February 1, "Russia's Foreign Economic Policy," by Vera M. Dean; February 15, "Czechoslovakia's Road to Socialism," by Winifred N. Hadsel; March 1, Olive Holme's "Puerto Rico: An American Responsibility"; and March 15, "Foreign Trade Policy of the United States," by Harold M. Hutcheson.

### The Yearbook

Members who wish to secure bound, instead of paper-covered, copies of the forthcoming Seventeenth Yearbook of the National Council, should send 50 cents immediately to Merrill F. Hartshorn at the Washington office.

All social studies teachers and organizations are invited to send notes on the activities of schools or organizations and other items of general interest to social studies teachers to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6. Contributors to this issue: Marjorie M. Barnes, W. Francis English, and Ellis F. Hartford.



# Pamphlets and Government Publications

Ralph Adams Brown

## Public Affairs Committee

If there is any reader of *Social Education* who is not aware of the work of the Public Affairs Committee (22 East 38th Street, New York 16) or of its comparatively recent, and significant, entrance into the field of visual aids, he had better correct the situation at once. Every school library, at least above the seventh grade, should keep a complete file of the *Public Affairs Pamphlets*, and every teacher of modern problems should have numerous copies of pertinent pamphlets on easy-access display in his classroom. These pamphlets now cost 20 cents each, but there are large discounts for quantity purchase, and teachers and school librarians should take advantage of them.

The following pamphlets, currently available, are of value to social studies teachers:

- No. 1. *Income and Economic Progress*
- No. 5. *Credit for Consumers*
- No. 6. *The South's Place in the Nation*
- No. 23. *Industrial Price Policies*
- No. 27. *Who Can Afford Health?*
- No. 34. *What Makes Crime?*
- No. 39. *Loan Sharks and Their Victims*
- No. 43. *Safeguarding Our Civil Liberties*
- No. 53. *What It Takes to Make Good in College*
- No. 61. *Installment Selling—Pros and Cons*
- No. 62. *How to Buy Life Insurance*
- No. 66. *Homes to Live In*
- No. 67. *Government Under Pressure*
- No. 69. *Vitamins for Health*
- No. 70. *What's Happening to Our Constitution?*
- No. 76. *Workers And Bosses Are Human*
- No. 78. *The Airplane and Tomorrow's World*
- No. 79. *The Beveridge Plan*
- No. 85. *The Races of Mankind*
- No. 89. *Have We Food Enough for All?*
- No. 90. *The American Way*
- No. 93. *Freedom of the Air*
- No. 95. *The Negro in America*
- No. 97. *Social Work and the Joneses*
- No. 99. *What Foreign Trade Means to You*
- No. 100. *Small Farm and Big Farm*
- No. 101. *The Story of Blue Cross*
- No. 103. *Cartels or Free Enterprise?*
- No. 104. *Health Care for Americans*
- No. 105. *There Can Be Jobs for All*
- No. 107. *Race Riots Aren't Necessary*
- No. 108. *Youth and Your Community*
- No. 109. *Gyps and Swindles*
- No. 110. *Will Negroes Get Jobs Now?*
- No. 111. *The Refugees Are Now Americans*
- No. 112. *We Can Have Better Schools*

- No. 113. *Building Your Marriage*
- No. 114. *Wings Over America*
- No. 115. *What Shall We Do About Immigration?*
- No. 116. *For a Stronger Congress*
- No. 117. *Your Stake in Collective Bargaining*
- No. 118. *Alcoholism is a Sickness*
- No. 119. *Should the Government Support Science?*
- No. 120. *Toward Mental Health*
- No. 123. *Keep Our Press Free*

The Public Affairs Committee has recently announced a significant expansion of its field of activity. During 1947 it will issue a series of five "Pamphlets on International Relations." The first, No. 125, *War and Human Nature*, by S. M. Duvall, has already appeared. It is based largely, but not entirely, upon *Human Nature and Enduring Peace*, the Third Yearbook of the Society for the Psychological Study of Social Issues. Although no list of suggested readings has been appended, readers will find the same clear, concise style and excellent illustrations that have been characteristic of earlier pamphlets. The titles of the other numbers in this series, as they are now projected, follow:

*International Control of Atomic Energy*, by William T. R. Fox. This "will summarize in popular language the issues involved in the proposals for international control of atomic energy as worked out by the United States, the Soviet Union, and the United Nations Atomic Energy Commission."

*New Horizons in Foreign Trade*, by Norman S. Buchanan and Gloria Waldron. "To be based on a research study by the Twentieth Century Fund, it will deal with the foreign economic relations of the United States, including the problems faced in efforts to expand foreign trade, increase imports, and the setting up of a system of multi-lateral trade."

*World Minority Problems*, by James G. Leyburn. "A brief, popular study of the origin and nature of minority groups throughout the world—whether racial, colonial, cultural, or national—together with an analysis of the problems that must be faced."

*Russian-American Relations*, by Ernest J. Simmons. "Will explore the possibilities of improved Russian-American relations through cooperation in the United Nations, cultural interchange, and trade. It will survey briefly the history of Russian-American relations, including the issues which have separated the two countries since the end of the war."

## The Far East

Those of our readers who are working in Far Eastern history, or with the various problems of intercultural relations, should keep posted on

the various publications of the Missionary Education Movement of the United States and Canada, 156 Fifth Avenue, New York 10. The materials on India are especially outstanding, and many of them should be added to your school library.

The "Eagle Books" are 24-page, paper-covered pamphlets. Each one of them consists of episodes from the life of some man or woman who played an important role in missionary development. The price is 15 cents each.

*The Man Who Disappeared* (Sundar Singh of India), by J. Reason.

*Unarmed Among Outlaws* (Pennell of the Northwest Frontier), by B. Underhill.

*Temperature 126!* (Henry Martyn), by Hugh F. Frame.

*Young Man—Sit Down!* (William Carey of India), by L. H. Dalton.

*Elizabeth Undaunted* (Elizabeth Newman of Kashmir), by B. Underhill.

*Shera of the Punjab*, by Irene Mason Harper (75 cents), is a fictionalized account of the way children live in India. The author has been a missionary there for over 20 years, and asserts that each incident in the book has actually happened to some child she has known. This would probably be most effective in the intermediate grades.

*Fun and Festival from India*, by Rose Wright (25 cents), is a 48-page pamphlet crammed full of interesting information and intriguing suggestions for making everything from place cards, costumes, and favors to various native dishes such as khir and curry.

*Our Country is India*; by young Indians and their leaders, compiled by Rebecca Wells Loeffler (75 cents). This 180-page paper-bound book was written during the closing months of World War II, and is described as a "message from Young India to Young America." It contains much information about modern India, and is written in a manner that should give average high school students no trouble in understanding. It also contains a map of India, and a selected bibliography.

*India at the Threshold*, by L. Winifred Bryce (75 cents), is described by its author as a book about "the Christian enterprise in India."

*A Sari for Sita*, by Nina Millen (25 cents), is a picture book—illustrated with photographs—for small children.

*Exploring India*, by Rose Wright (25 cents), is a program guide for junior high school groups. It is prepared for church groups, but should be suggestive and helpful for public school teachers. The same comment applies to *A Primary Teacher's Guide on India*, by Lois Eddy McDonnell (25 cents); *A Junior Teacher's Guide on India*, by Ida Binger Hubbard (25 cents) and *Discussion and Program Suggestions for Youth on India*, by Rose & Mary Cannon (25 cents).

The following pamphlets are suggestive for other areas in the Far East:

*The Chinese Church Rides the Storm*, by R. Orlando Jolliffe (25 cents).

*Faith Triumphant in the Philippines*, by E. K. Higdon (25 cents).

*The Return to Japan*; a report on the Christian deputation to Japan, October-November, 1945 (25 cents).

*The Amazing Chinese*, by Willis Lamott (25 cents).

The following materials are worth the attention of teachers working in the intercultural area:

*Billy Bates*, by Mabel Garret Wagner (60 cents), is the illustrated story of a small Negro boy who moved, with his father and mother, from Arkansas to California early in the War years.

*We Sing America*, by Marion Cuthbert (75 cents).

*Call Me Charley*, by Jesse Jackson (75 cents). A boy's story.

*Know—Then Act* by Margaret C. McCulloch.

*Sense and Nonsense About Race*, by Ethel Alpenfels.

*Seeking to be Christian in Race Relations*, by Benjamin Mays; these last three are 25 cents each, and are known as "study and action pamphlets on race relations."

## Common Ground

Among the organizations that are doing fine work in the campaign for greater understanding and appreciation among the diverse racial and religious strains that make up the American Melting Pot, is the Common Council for American Unity, 20 West 40th Street, New York 18.

The Council publishes the quarterly magazine, *Common Ground* (50 cents a copy, special subscription rates sometimes available), an illustrated publication that discusses intercultural and interracial problems and potentialities in the United States. Some of its other publications that are currently available are:

*How to Become a Citizen of the United States*, by Marian Schibsky and Read Lewis. (35 cents). This is a 95-page booklet that provides up-to-date and detailed information on each step of the naturalization process.

*The Melting Pot on Trial*. (Free). Tells of the work of the Foreign Language Information Service.

*Aliens and Alien-Baiters*, by Louis Adamic. (Free). A reprint of an article in the November, 1936, *Harpers Magazine*.

*Common Council for American Unity*. (Free). Discusses the Problem of "creating a truly American culture," and of establishing "unity within diversity." This is a sort of handbook of the organization, but furnishes an extremely important introduction to the problem.

The Council also has available a large number of reprints, many from its own magazine. Some of these are: *Immigration: A Field for Research*, by Marcus Lee Hansen. (5 cents). Extremely valuable for students of American history, especially on the college level.

*What America Means to Me*, by Pearl S. Buck. 5 cents.

*Postwar Employment and the Negro Worker*, by John A. Davis and Marjorie McKenzie Lawson. (10 cents).

*Intercultural Education: Utopia or Reality*, by Charles J. Glicksberg. (10 cents). This may be considered pessimistic by some teachers, but they are the very ones who should read it.

*Invitation to Vermont*, by A. Ritchie Low. (10 cents). An account of the experiment in race relations by which groups of Negro children from New York's Harlem were taken to Vermont for summer vacations; as told by the minister who engineered the experiment. Thrilling reading, as well as an answer to those who say "it can't be done."

## Foreign Policy

Of all democratic axioms, none is more commonplace than that the people of the U. S. are masters of their own political fate. And none is more pregnant with meaning for democratic education.

We usually think of the "good citizen" as one who is intelligent about the problems of his society. But that is only half the story. He must also know how to make his intelligence count. Education in citizenship falls short of its awesome responsibility if its citizen-products—no matter how well informed they may be on national issues—do not know how to influence the policy-making machinery of the state. If the people of the U. S. are to steer a true course through domestic and foreign storms, they must know how to operate their ship.

Does the President make foreign policy? Or the private interest lobbyist? The Secretary of State or the Senate Committee on Foreign Relations? Does the ordinary citizen have anything to say about it, and if so, how can he make his voice heard? Can he get enough information out of his government in the first place to form a sound opinion?

*Who Makes Our Foreign Policy?* (Foreign Policy Association, 22 East 38th Street, New York 16. 35 cents) answers these and other questions. Written by Blair Bolles, director of the FPA's Washington Bureau, it is the latest pamphlet in the FPA *Headline Series*.

The author examines the role of the many individuals and interests that make American foreign policy: the President, his executive officers in and out of the Cabinet, the Congress and its committees, foreign governments and diplomats, pressure groups, and the plain people. He analyzes their tendencies toward conflict and their efforts to cooperate, pointing out weaknesses and strengths in our system and possible ways to improve its operation.

## Civil Aeronautics

The Civil Aeronautics Administration of the Department of Commerce, Washington 25, offers free bibliographies and listings "in any reasonable quantities." These are the first bibliographies to be compiled in this field since 1934 and should be of interest to some teachers.

Office of Aviation Training. *A Selected and Annotated Bibliography in Aviation Education for Guidance Counselors*.

Office of Aviation Training. *A Selected and Annotated*

*Bibliography on the Social, Political, Economic, and International Aspects of Aviation*.

Office of Aviation Training. *A Selected and Annotated Bibliography of Recent Air Age Education Textbooks* (Also Includes Standard Texts that Incorporate Such Materials).

Office of Aviation Training. *A Selected and Annotated Bibliography on the Professional Aspects of Aviation Education*.

The Library. *Aeronautical Periodicals*.

## International Newspaper

The William Penn Associates, Room 103, 1236 11th Street, N.W., Washington 1, have started an international newspaper titled *World*. The Associates are a group of young newspapermen who have banded together in a non-profit organization in an effort to provide accurate, interesting, and unbiased coverage of important world news.

Teachers would do well to write for further information about the publication.

## Recreation and Youth Problems

The National Recreation Association, 315 Fourth Avenue, New York, has not been mentioned in this section during the past year. It has, however, a number of valuable and suggestive pamphlets, and social studies teachers would do well to keep informed of their future publications. Among those currently available are:

*Teen Age Centers, A Bird's-Eye View*. (10 cents).

*Teen Trouble: What Recreation Can Do About It*. (10 cents).

*Preventing Wartime Delinquency*; a series of articles which uncover the basic causes of juvenile delinquency and present sound suggestions for its control, by Lois Sager. (15 cents). Equally applicable to postwar conditions.

*"Gotta Date Tonight?"* (15 cents).

*Suggestions for Youth Recreation Programs*. (10 cents).

*Schedule for the Appraisal of Community Recreation*. (50 cents).

*Fiesta—the South American Way*. (15 cents).

*A City-Wide Contest for Better Back Yards*, by Glen O. Grant. (10 cents).

*What Can We Do in Our Town?* (15 cents).

*Some Small Communities at Play*. (10 cents).

*Know Your Community; Suggestions for Making a Study of Community Recreation Needs*. (25 cents).

*Recreation, a Major Community Problem; the why, the what, and the how of public recreation*. (15 cents).

*Play as an Antidote to Civilization*, by Joseph Lee. (10 cents).

*It Can Happen in Your Town! A diary of recreation progress in a Virginia community*. (15 cents).

*Play and Playgrounds*, by Joseph Lee. (20 cents).

## Intercultural Bookshelf

Several organizations whose publications have been mentioned in this section during the past year, have expanded the services which they offer



to teachers and school systems. Mrs. Dorothy M. Nathan of the Community Service Department, The American Jewish Committee, 386 Fourth Avenue, New York 16, has made arrangements with several publishers that enable her to offer books at a substantial discount. These books include several of first importance to teachers working in the area of intergroup relations:

Spencer Brown, *They See for Themselves: A Documentary Approach to Intercultural Education in the High School*. This volume is directed particularly to educators and group workers, and is based upon experimentation in eleven schools. It is, basically, an explanation of the documentary or fact-finding approach to intercultural education. Spencer Brown tells how students have discovered intercultural facts about their own communities, and have dramatized these findings for the benefit of others. The book is well written, and provides an interesting discussion of "the roles of teachers, students, and communities, the techniques employed, the difficulties encountered, the successful outcomes and incidental values of the documentary method."

William E. Vickery and Stewart G. Cole, *Intercultural Education in American Schools; Proposed Objectives and Methods*. This is a basic work in this area. Together with *Democratic Human Relations*, the 16th Yearbook of the National Council for the Social Studies, it should be in the library of all teachers carrying responsibilities in this field.

Arnold Herrick & Herbert Askwith (Eds.) *This Way to Unity*. This 460-page book was first published in 1945 by the Oxford Book Co., and contains a large number of poems, stories, radio plays, editorials, essays and anecdotes dealing with the general problem of how to combat intolerance. It should be especially useful for teachers in the elementary school and the junior high school.

Theodore Brameld, *Minority Problems in the Public Schools; A Study of Administrative Policies and Practices in Seven School Systems*. This is the report of a study of conditions in seven American communities, from ocean to ocean, that was subsidized by the Julius Rosenwald fund, and aided by an imposing list of educational organizations and foundations. The author, an outstanding educator, attempted to examine the over-all practices and policies that help or hinder the development of democratic human relations among different racial, religious or economic groups. This is a volume of first importance for the administrator, the school board member, the teachers college professor. It is also of real significance for teachers and for lay groups—as well as for the public or school library.

Hortense Powdermaker, *Probing Our Prejudices; A Unit for High School Students*. This is "an attempt to help high school students become aware of their prejudices, to understand the nature, origin and effect of prejudices, and to suggest activities which can help reduce them." It is the best available material for student use, and contains a section of suggested school activities.

Alexander Alland and James Waterman Wise, *The Springfield Plan; A Photographic Record*. Really beautiful

photographs add to the appeal of this story of what one community has done.

The February 17 issue of *The Civic Leader* (1733 K St., N.W., Washington 6) is entirely devoted to Wilbur F. Murra's excellent "Materials for the Study of Intergroup Education." Mr. Murra discusses manuals, books, pamphlets, and all types of visual aids. He also provides a list of organizations offering help in this area. This is an issue that every social studies teacher should preserve for future reference.

## Child Guidance

The Children's Bureau of the Federal Security Agency, Washington 25, has two extremely valuable publications that it will send free—single copies only—to any reader of *Social Education* who requests them.

*Guiding the Adolescent* was first written by Dr. Douglas A. Thom of Boston's Habit Clinic for Child Guidance, in 1933. It has now been revised "to bring it into line with our increased knowledge of teen-age children." It is a very comprehensive 83-page pamphlet, embodying all of the basic knowledge we possess about adolescent psychology. Extremely valuable for either teacher or parent, its chapter headings give an idea of the scope of the pamphlet: physical growth and development, attitudes toward sex, adolescence and mental development, the individual as a whole, some educational pitfalls, the question of work, learning to use leisure, asocial conduct, evading reality, the adolescent and his companions, and the needs of the parent.

*Children in One Community; the St. Paul Experiment in Child Welfare*, by Sybil Stone, Elsa Castendyck and Harold Hanson, tells of the work done and the results obtained in St. Paul, Minnesota, in bringing all community resources to bear in a "first aid" program for youth in trouble. The experiment extended over more than six years, and was confined to a neighborhood of 20,000 persons. This neighborhood was small enough for study purposes and yet large enough to provide a good cross-section of a metropolitan community. This is perhaps the most extensive effort that has been made to bring all of the agencies of a community to bear on those boys and girls who were in trouble, or were potentially so. This is a primary source for any teacher concerned with community-school organization for improved human relations.

The two pamphlets last mentioned can be obtained, at the present time, at no expense. Every social studies teacher should get them, and read them.

*Juvenile Delinquency, Prevention and Control* (Superintendent of Documents, Government Printing Office, Washington 25; No. J 1.2: J98/2. 30 cents) is another important pamphlet in this area. It contains summaries of the reports of fifteen panels, created by the National Conference on Prevention and Control of Juvenile Delinquency held in Washington last November, which prepared reports covering the various fields that touch on juvenile-delinquency problems.

# Sight and Sound in Social Studies

William H. Hartley

## Recent 16mm. Films

Allis-Chalmers Mfg. Co., 935 Hiawatha Blvd. East, Syracuse 1, N.Y.

*Highway to Alaska.* 23 minutes, sound, color; free. The rugged task of building the highway.

American Mutual Alliance, 919 N. Michigan Ave., Chicago 11.

*No Help Wanted.* 18 minutes, sound; free. Can disabled veterans get jobs?

British Information Services, 30 Rockefeller Plaza, New York 20.

*Children's Charter.* 16 minutes, sound; small service fee. Outlines the working of the British Education Act of 1944. Shows how educational opportunities in Britain have been expanded.

Encyclopaedia Britannica Films, Inc., 20 N. Wacker Drive, Chicago 6.

*Building America's Houses.* 10 minutes, sound; sale: \$45. Analyzes reasons for high building costs; examines ways in which costs can be reduced.

*Immigration.* 10 minutes, sound; sale: \$45. Shows representative types of immigrants, and melting pot process.

*Petroleum.* 10 minutes, sound; sale: \$45. Shows importance of petroleum to world technology, commerce, and international affairs.

*Making Shoes.* 10 minutes, sound; sale: \$45. Complete step-by-step process.

*The Mailman.* 10 minutes, sound; sale: \$45. Emphasizes importance of mail in our lives.

Film Publishers, Inc., 25 Broad Street, New York 4.

*John Bull's Own Island.* 20 minutes, sound; sale: \$40. Discusses problems of production and social reform in Great Britain.

*Operation Underground.* 20 minutes, sound; sale: \$80. How one section of the French Underground helped the allied cause.

Gateway Productions, Inc., 49 Main Street, San Francisco.

*The Junior Citizen.* 20 minutes, sound; rental: apply. The part our schools are playing in training pupils to be good citizens.

Hollywood Film Enterprises, Inc., 6060 Sunset Blvd., Hollywood 28, Calif.

*People of Chile.* 20 minutes, sound, color; rental: apply. The history, industries, cities, and ways of life in Chile.

*The Andes—Chile's Barrier.* 10 minutes, sound, color; rental: apply. The effect of the Andes on Chile.

*Chilean Nitrate—Gift of the Desert.* 10 minutes, sound, color; rental: apply. Mining, transportation and uses of nitrate.

*Chile's Copper.* 10 minutes, sound, color; rental: apply. Mining and refining in the Atacama Desert.

*Chilean Hacienda.* 10 minutes, sound, color; rental: apply. Life on a traditional farm estate.

*Southern Chile.* 10 minutes, sound, color; rental: apply. Institute of Life Insurance, 60 East 42nd Street, New York 17.

*The Search for Security.* 17 minutes, sound; free. Traces the origin and development of life insurance.

International Film Bureau, 84 E. Randolph Street, Chicago 1.

*The Great Circle.* 14 minutes, sound; rental: apply. How flying makes new neighbors.

*The Story of Money.* 16 minutes, sound; rental: apply. Present-day money systems, from the days of barter.

March of Time, 369 Lexington Avenue, New York.

*Atomic Power.* 20 minutes, sound; three-year lease: \$35. (For rental rates consult nearest film library.) The reenactment of events in the development of atomic power.

Modern Talking Picture Service, 9 Rockefeller Plaza, New York 20.

*The Dawn of Better Living.* 30 minutes, sound, color; free. History of lighting and the growth of electrical servants in our homes and work.

New Mexico Tourist Bureau, Santa Fe, New Mexico.

*Fiesta at Santa Fe.* 11 minutes, sound, color; free. Navajo Indian life in New Mexico.

Rural and Suburban Market Development, National Electric Manufacturers Association, 155 East 44th Street, New York 17.

*Singing Wires.* 22 minutes, sound; free. The advantages of modern electrified farming over non-electrified methods.

Speakers Bureau, Curtis Publishing Co., Room 1223, Public Ledger Building, Philadelphia 6.

*Magazine Magic.* 34 minutes, sound, color; free. How a magazine is produced.

United Air Lines, 80 East 42nd Street, New York.

*Of Men and Wings.* 18 minutes, sound; free. The development of air travel from early local flights to coast-to-coast flights in less than 10 hours.

United World Films, Inc., RCA Building, Rockefeller Center, New York 20.

*Annapolis Salutes the Navy.* 9 minutes, sound; rental: apply. The old homes and the Naval Academy in Annapolis.

*Spirit of Democracy.* 9 minutes, sound; rental: apply. A tour to historic Monticello.

War Finance Division, U. S. Treasury Department, Washington.

*Conquest of the Night.* 10 minutes, sound; free. Details on radar and its development.

Young America Films, Inc., 18 East 41st Street, New York 17.

*What Makes Rain.* 10 minutes, sound; sale: \$38.50. Explains the water cycle.

## Maps and Atlases

A set of 37 social studies maps of the United States, complete with tripod or wall bracket mounting are only \$42.75 from Modern School Supply Co., Department 37, Goshen, Indiana.

The rise and fall of empires, the conflicts and conquests of new ideas, the pageantry of politics and people are all portrayed in a single colorful sheet called the "Historical Chart of Mankind," distributed by C. S. Hammond and Co., 88 Lexington Avenue, New York 16. This chart explains at a glance just what main events were occurring in any country in the world from 4000 B.C. to the present. Students are intrigued by the over-all sweep of history pictured on this \$1.00 chart.

The C. S. Hammond Co. has also revised the desk edition of its Comparative World Atlas. New pictures of landtypes of the world give added meaning to the maps. New maps showing physical features, vegetation, rainfall, temperature, and population distribution have been added for each continent. Four global views of the world are included to give students greater global concepts. Many new place names, especially in relation to Latin America, are in the new edition. At 50 cents per copy, this atlas is a real buy.

To aid students in their study of the friction areas in Central Europe, from the Baltic to the Aegean, the Denoyer-Geppert Company (5235 Ravenswood Ave., Chicago 40) recommend Philips' Large Map of Central Europe. This map, No. PP28, is 78x60 inches in size with a scale of 24 miles to the inch. Mounted with plain wood rods at top and bottom, this map costs \$15. It is available in a variety of mountings. Denoyer-Geppert also has a number of maps of separate countries of Europe including one on Baltic Lands. Write for catalog No. 22 for a complete listing of maps produced and distributed by this company.

A set of eight large picture maps suitable for coloring by students costs but \$4.25 from Friendship Press, 156 Fifth Avenue, New York 10. Each map is printed on heavy paper and is 50x38 inches in size. An insert sheet, 34x22 inches, containing 25 pictures to be colored, cut out, and pasted on the map, as well as informational notes, instructions and suggestions on how to motivate activities, accompanies each map. The maps included in the set are of the United States, China, South America, Africa, Mexico, Caribbean Islands, Southeast Asia, and the World. Single

maps may be obtained at 60 cents each.

A large-scale scenic map-folder of the state of Missouri may be had free of charge from Missouri State Division of Resources and Development, Department A-53, Jefferson City, Missouri.

## Pictures and Posters

A poster entitled "The Musket That Started Mass Production" is free upon request from General Motors, Department of Public Relations, Room 11-201-F, Detroit 2. The poster shows Eli Whitney in his workshop assembling a musket from interchangeable parts.

The "Self-Help Picture Dictionary" is a series of 18 wall charts designed to enable beginners to identify unknown words quickly. The 20x26 inch charts are attractive, legible, and are especially designed for the primary grades. The set of 18 wall charts costs \$3 from Educational Publishing Corporation, Darien, Conn.

Write to Pictograph Corporation (220 Fifth Avenue, New York 10) for a complete list of picture graphs and charts.

Picture material on Denmark may be obtained free upon request to the Danish Information Office, 15 Moore Street, New York.

The comic-book approach to history has been found useful by many teachers in the elementary schools. Such teachers will welcome the new series of *Picture Stories From American History* published by School Department, Educational Comics, Inc., 225 Lafayette Street, New York 12. Three books are available in this series. The first covers the period of discovery and exploration, the second treats the period of colonization and independence, and the third book pictures the founding and growth of our nation. A new series on World History is also under way; volume one on "The Ancient World Up to the Fall of Rome" has already been released. Sample copies of these publications are 15 cents each. Quantity orders are \$1. per dozen in lots of two dozen or more of any one title.

One of the most complete sets of charts for use in the social studies is published by National Forum Inc., 407 S. Dearborn Street, Chicago 5. The complete set includes 155 charts on economics, government, sociology, community civics, and world problems. These charts are kept up to date each year by the addition of 30 new and revised charts. The complete set of charts, mounted on an easel, costs \$75. The annual revision service costs \$15.

Several excellent full-color posters on the con-



servation of our forests have just come to our desk from the Forest Service, Department of Agriculture, Washington. One of these posters shows the many products which come from our forests. Copies are free upon request and they are well worth posting in the social studies classroom.

### Building America

The March issue of *Building America* is devoted to a study of social security. In 45 pictures and charts and 30 pages of text, fundamental questions concerning the social security law are analyzed and answered. The booklet ends with a section entitled "We Have a Long Way to Go to Provide Adequate Protection for All." The spirit of this last section permeates the treatment of the whole topic. Good features of the law are indicated, but shortcomings are not overlooked. The picture charts illustrating the needs and provisions for social security are especially effective. Single copies of *Building America* may be obtained for 30 cents from The Association for Supervision and Curriculum Development, N.E.A., 140 North 6th Street, Philadelphia 6. Sets of 8 monthly units cost \$2.25.

### Filmstrips

The Society for Visual Education, Inc., (100 East Ohio Street, Chicago 11), announces a new slide film listing planned as a guide for teachers who are organizing a visual education program closely integrated with units of instruction taught at various grade levels. The listing is divided into three sections for primary, intermediate, and upper grades. Copies of the listing are free.

A 45-frame slide film designed to illustrate the growth and development of communities has been produced by Air Age Education Research, 80 East 42nd Street, New York 17. Titled "Community Development" this series of pictures demonstrates, through aerial photographs, the effects of such factors as geographical location and natural resources upon community growth. This filmstrip is especially designed for use in social studies and geography classes. It sells for \$2.

A color filmstrip picturing the main events in "The Odyssey" by Homer is distributed by Pictorial Films, Inc., RKO Building, Radio City, New York 20. This story of Odysseus' life and travels is full of scenes depicting the early Greek way of life. The filmstrip of approximately 100 frames sells for \$9.75.

Informative Classroom Picture Publishers (Grand Rapids 2, Michigan) have made their

"Life in Other Lands Library" available in filmstrip form. With pictures by famous photographers and text by eminent educators, this series includes filmstrips on Alaska, Brazil, Mexico, China, Canada, Hawaiian Islands, Australia, South America, India and Russia. A complete manual accompanies each strip. They are priced at \$2.50 each.

### Miniature Color Slides

Several series of 2x2 inch color slides on China may be purchased from the Philp Photo Visual Service, 1218 American Ave., Long Beach 13, Calif. "Working People of China" consists of 19 slides and costs \$11.40. "Chinese City and Village Scenes," 11 slides, costs \$6.60. "Children of China," 12 scenes, \$7.20. "Farming in China," 16 scenes, \$9.60. "Chinese Countryside, Lake, and Canal Views," 14 scenes, \$8.40.

The Eastman Kodak Co., Rochester, N.Y., recently announced a new 2x2 inch slide projector using a 1000-watt bulb. Known as the Master model, this projector is said to deliver more light to the screen than any other projector for 2x2 inch transparencies. The use of such a high wattage lamp is made possible by a series of heat-absorbing glass condensers and the use of pressurized air.

The Society for Visual Education, Inc., (100 East Ohio Street, Chicago 11), has developed over 100 units of 2x2 inch color slides. Write for a complete list.

### Audio-Visual Bulletins

A 36-page bulletin entitled *Using Audio-Visual Materials with Children* may be purchased for 50 cents from the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington 6. The bulletin is divided into four sections as follows: "What Do We Mean by Audio-Visual Materials?" "Values and Hazards in Using Audio-Visual Materials," "Children's Experiences with Audio-Visual Materials," "An Audio-Visual Program in Action."

*Speaking of Films* is a 32-page manual prepared for the recently established Film Council of America, Room 1228 Manhattan Building, 431 South Dearborn St., Chicago 5. It is written as a special aid to community groups wanting to make full use of informational motion pictures and other audio-visual media. A limited number of copies of *Speaking of Films* is available for immediate distribution to individuals who are ready to aid in establishing local film councils.

## Radio Notes

Children's radio programs are analyzed each month in *Child Study* magazine. The notes and comments in these analyses furnish valuable guideposts for those recommending radio listening to young people.

*Our Foreign Policy*, NBC, Saturdays, 7 to 7:30 P.M., EST, is an outstanding program for student listening. Officials of the State Department, Congressional and other important governmental leaders, discuss timely issues on international affairs. This is one of the programs in the NBC University of the Air which was recently awarded a special prize as a result of a poll conducted by *Magazine Digest*.

*World Security Workshop* is a program devoted to international understanding and world cooperation. It can be heard over the American Broadcasting network each Thursday at 10 P.M., EST.

Reprints of many NBC public-service programs are available. Here is a list of the sources from which they may be obtained: "University of Chicago Round Table," University of Chicago Round Table, Chicago 37, 10 cents per copy, or \$2. a year. "America United," from Ransdell, Inc., Washington 18, no charge. "Our Foreign Policy," from the Columbia University Press Station J, Box 30, New York 27, 10 cents a copy, \$1. for 13 consecutive reprints. "Your United Nations," American Association for the United Nations, 45 East 15th Street, New York 21.

## Records and Record Players

The Educational Department, Radio Corporation of America (Camden, N.J.) has reorganized its teaching records, has added new records where needed, and now announces the availability of 21 albums of records especially designed for use in elementary schools. Most of these 83 records are, of course, in the field of music, but quite a number furnish excellent enrichment material for the social studies. There is, for example, the "Indian Album" consisting of four records with 12 Indian songs and examples of ceremonial music. Of equal interest is the album of "Patriotic Songs of America." These albums sell for \$4.75 and are available through local RCA Victor record dealers.

Several dual-speed record players are now on the market. They are especially designed for school use, playing both regular speed records at 78 r.p.m., and slow, transcription speed records at 33 $\frac{1}{3}$  r.p.m. The School Broadcast Conference (228 N. LaSalle St., Chicago 1) distributes the De Luxe Transcription Playback at \$150. The U.S. Recording Company (1121 Vermont Ave., Washington 5) has a record player for \$200. Charles Michelson, Inc., (67 W. 44th Street, New York 18) announces the return of their Porto Playback machine at \$125.

## Helpful Articles

- Ahrens, Edna, "Classroom Dramatics," *Arts in Childhood*, II: 13-15, March, 1947. Value of informal dramatics as a teaching device.
- Boyer, Melville J., "Visual Education Aids Historical Societies," *Educational Screen*, XXVI: 88, 89, February, 1947. Increase the value of museum trips by specific application to the course of study, by previsitiation discussions, and by a subsequent classroom forum.
- Buoy, Cherie M., "Switzerland's Freedom," *The Grade Teacher*, LXIV: 50, 90, March, 1947. A good social studies play for the middle grades.
- Elliott, Godfrey, "Putting 'Participation' into the Film," *Educational Screen*, XXVI: 84-85, February, 1947. Opposes the interruption of the film, but urges mental participation in film processes and problems.
- Goslin, Willard E., "The Place of Radio in the Curriculum," *See and Hear*, II: 28-29, 46, March, 1947. Discusses the problem "How can radio be used so that it becomes an effective teaching aid?"
- Howard, Wilfred F., "Sponsored Films in Education," *Film and Radio Guide*, XIII: 7-15, February, 1947. A summary of the recommendations in a J. Walter Thompson study.
- Hurley, Beatrice, "We Take a Trip," *Arts in Childhood*, II: 19-20, 22, March, 1947. An example of the planning and guidance necessary for a successful school trip.
- Kooser, Harold L., "Motion Pictures in Conservation Education," *See and Hear*, II: 16-17, 82, March, 1947. An annotated list of available films on conservation.
- Meyer, Rose D., "How We Made Our Farm," *The Grade Teacher*, LXIV: 46, 80, March, 1947. A primary grade project in the construction of a farm model.
- Miller, Carl G., "Our Hollywood Competitor," *Education*, LXVII: 396, February, 1944. What can we do to make feature films better character educators?
- Schwartz, B., "How to Use Films in Teaching Intelligently," *Progressive Education*, XXIV: 126-128, February, 1947. The importance of films in rural education.
- Taliaferro, George Anna, "By Example We Learn," *See and Hear*, II: 14-15, 46, March, 1947. Learning about Latin America through films.
- Wendt, P., Bauck, L., and Nickerson, J. F., "How to Buy Equipment for Visual Aids," *The Nation's Schools*, XXXIX: 55-58, March, 1947. Suggestions concerning apparatus to fit the needs of the individual school.

# Book Reviews

**THE WEB OF GOVERNMENT.** By Robert M. MacIver. New York: Macmillan, 1947. Pp. 409. \$4.50.

In this extraordinarily stimulating study, Professor MacIver examines once more the foundations of political authority, concepts of law, the disposition of power and other factors within the state, forms of government, and the processes of evolution and revolution that transform one into another. "Government," he says, "is the organization of men under authority and their ever-changing myths are themselves sovereign alike over governors and governed."

The sovereignty of the myth is indeed fundamental in this invigorating reinterpretation of government. MacIver is one of those rare scholars endowed with a capacity for squaring off and looking at political institutions as they have never been viewed before. Here is a book for the social science teacher who desires to fortify his knowledge of government with understanding and wisdom. Let him read, digest, ponder upon, and capture the spirit of *The Web of Government* and he can henceforth face his classes with the confidence of a teacher whose reserves will not soon run low.

Myths are "the value impregnated beliefs and notions that men hold, that they live by and for. Every society is held together by a myth-system, a complex of dominating thought forms that determines and sustains all its activities. All social relations, the very texture of human society, are myth born and myth sustained." One's conception of what government ought to be and what it ought to do constitutes a myth complex.

Despite its historical unreality, no myth has shaped American political ideology more than that of The Social Compact. The founding fathers generally believed that groups of men acting in the capacity of sovereign people effected the original transition from the pre-political "state of nature" by a deliberate compact whereby they established the state, organized government and assigned it limited powers while retaining intact their undelegated "natural rights" among which "life, liberty and property" were inalienable. The Revolutionary State constitutions were made by men convinced that they were re-enacting the ancient drama of the Social

Compact. That myth determines constitutional interpretation to this day.

Force as the principal factor in the origin of government is rejected. The family manifests government in miniature and is indeed "the matrix of government." The larger tribal "family" is but a preliminary step in the long evolution of the national state. Relics of tribal rule persist to this day in such terms as "the elders," "the city fathers," "the seniority," and "the senate."

Extremely significant is the insistence upon distinguishing the state from the community which implies the nation rather than the neighborhood. The community is "multi-group" with economic, social, religious, cultural, political, and numerous other interests. It is the peculiar virtue of democracy that it accepts these divergent, conflicting and confusing interests. The state is but one of the forms of social organization and democracy seeks to protect the interests of the community by limiting the state through bills of rights. Democratic statesmanship would resolve the clash of interests by discovering points of equilibrium among them and translating these social pressures into public policies through willing consent.

Professor MacIver's analysis of dictatorship is devastating. Democracy "establishes a new and more integrated relationship between the community and the state. Dictatorship, its opposite, severs the state from the community and never more so than when it proclaims the two to be one. Every other kind of government conforms to a pattern somehow sanctioned within its proper community. . . . Dictatorship alone makes its sheer will the sole justification for its authority." It "ignores the community. The social firmament is denied and in its place there is only the changeful expression of an arbitrary definition of right."

This reviewer would like to nominate *The Web of Government* for a place among the notable contributions of more than twenty centuries of political thought.

WILFRED E. BINKLEY

Ohio Northern University



A CULTURAL HISTORY OF EDUCATION. By R. Freeman Butts. New York: McGraw-Hill, 1947. Pp. vii, 726. \$3.50.

The history of education as a social enterprise and of the school as a social institution is as valuable in a process of general education as are histories of art, music, science, literature, economic and social thought, and politics. Social studies teachers in secondary schools and in higher institutions will find in this book, in contrast with many histories of education, an answer to the need for a sourcebook for their own use and as a collateral reading for advanced students.

Education is one aspect of the total cultural pattern. It takes its character from the surrounding political, economic, religious, and social processes in and out of their respective institutions and, at the same time, it gives character to these other manifestations of culture. To understand how education has developed throughout the historical periods of Western Civilization, it is necessary to describe its relationships to the institutions and ideas prevailing in each period. In the light of this body of factual material it is possible to reassess our educational traditions with a view to a conscious redirection of our present-day educational thought and practice. These points of view are basic in this book by Dr. Butts.

The book is divided into two parts. The first, entitled "European Origins of Our Educational Traditions," contains eleven chapters surveying the general culture and educational thought and practice in primitive and ancient times; Greece, Rome, the Middle Ages, the Renaissance, and the Reformation. Part II, entitled "Recent Educational Traditions in Europe and America," contains eleven chapters on the enlightenment in Europe and America and in nineteenth and twentieth century general culture and education in the Old and New Worlds.

Certain features of this book merit special mention. Its basic concept, that education is a social process intricately enmeshed with all other phases of civilization, is second. The author consistently follows a plan of portraying the institutions, the prevailing ideas, and the cultural achievements in each period of Western history, following with a discussion of the theory and a description of the practice in education in each period. This plan of treatment is comparable to that used in the best histories of art, science, and other areas of human interest.

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haustive, accurate, and up to date. For example, Dr. Butts properly restricts the content of Chapter I to prehistoric and ancient life and education; he does not fall into the error, present in almost all educational histories, of assuming twentieth-century pre-literate life to be equivalent to that of neolithic times.

Half of the book is devoted to developments subsequent to 1700. In this, it follows the trend in general histories and in histories of education. International educational events of recent months, such as the Endicott Conference of the World Organization of the Teaching Profession (p. 578) and the organization of the National Commission on Educational Scientific and Cultural Cooperation (p. 623), are included.

References, listed by chapters, appear at the close of the book and number in excess of six hundred. The index of fifty pages is complete, including dates of births and deaths of individuals as far as they are known to history. The general style of writing is smooth and flowing. The vocabulary is suitable for upper division and graduate students. Only one illustration, the frontispiece, appears in the book. There are no maps, charts, tables, or other forms of visual aids. If one discovers the omission of any important

educational event or personage it must be remembered that the magnitude of the subject presses the author to make selections at some points.

From the standpoints of selection of content, the method of treatment, style of writing, and basic interpretation of both history and education this book ranks unusually high in quality and usefulness as a contribution to the literature of the history of education.

FLAUD C. WOOTEN

University of California at Los Angeles

**THE STORY OF THE FAITH.** By William Alva Gilford. New York: Macmillan, 1946. Pp. xiii + 622. \$5.00.

"This book is written for those many persons who read history but have never read the history of the Christian religion. . . . Here, then, is the story of the faith, for friend and foe alike." This book should be read by all teachers of history who attempt to show the birth, the development, and the present status of Christianity in the world today. Certainly no interpretation of Western Civilization is possible without a study and interpretation of the Christian religion and its far

reaching effect on all the basic institutions. Here is an excellent book to help refresh the memories of those teachers who have a good background of information of "the story of the faith." This volume is an interesting, readable source of information for those teachers whose knowledge of the Judea-Christian faith is fragmentary and sketchy.

Dr. Gifford is a well-known scholar, and is currently professor of Church History and of the History of Religions in the United Theological College, Montreal. His writing is scholarly, objective, and presents an accurate account of the great Christian traditions and the evolution of the modern churches and denominations. The story opens with the slow, laborious travels of the Hebrew tribes from the deserts of Arabia to a new home in Palestine and traces the origins of their worship of one God. The panorama of great scenes depicting the history of faith and the ways it has been implemented by church practices unfolds before the mind's eye until one is brought up to the period of flux, change and uncertainty following World War II.

The author clarifies the causes of this religious confusion and decline of the importance of the church in recent decades. This reviewer found the final chapter, "The Valley of Decision," particularly stimulating and provocative. The author minces no words and pulls no punches in his criticisms and analyses of modern religion and religious thinking. Throughout the chapter there are many short, pithy statements that cause the reader to stop and take stock of the far-reaching implications of what has "just been said" by the author, e.g., "God answers to loyalties of men, not to their creeds."

The book has a complete, carefully constructed index. The frequent use of footnotes gives the source of materials referred to in the text and often expands a point of view enunciated more briefly by the author. The bibliography is given through the footnotes rather than set apart in a separate section.

One of the values of this book is the appendices. The material found in these does much to enrich the text.

It is this reviewer's opinion that the purchase of this volume would represent money well spent by all secondary school teachers of English and social studies.

RICHARD H. McFEELY

Friends' Central School, Philadelphia

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THE SHAPE OF THE AMERICAN TRADITION. Text by Louis M. Hacker; documents edited by Louis M. Hacker and Helène S. Zahler. New York: Columbia University Press, 1947. Pp. xxiv, 1247. \$6.00.

The first impression of this formidable work is one of sheer bulk; the second, of richness. "To show how American ideas and institutions have been developed," *The Shaping of the American Tradition* combines an interpretive textbook with a selection of primary sources. In the editors' opinion these selections are representative, "not only of the strains in the American tradition that are still alive but of the best thinking in and about America." The authors have applied the sound principle, rejected for so many years, of making primary sources central in a general college course in our national history, and of using a short text to supply the essential minimum of facts and interpretation. The indebtedness of the work to the notable course in Contemporary Civilization at Columbia College will be immediately apparent.

*The Shaping of the American Tradition* is divided into eleven parts which do not differ much from the usual large-period divisions. For this reviewer the proportion assigned to the several



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periods seems practically perfect. The first quarter of the book ends with Jefferson's "First Inaugural"; at midpoint the reader finds himself in the "Second American Revolution" and the beginning of the last quarter ushers in the present century. Continuity throughout the work is supplied by the following four "theme-topics" (in nine of the eleven parts) by which the documents are organized: The American Mind, The American Scene, American Problems, and the United States and the World. Institutions and ideas, the descriptive and the analytical, complement one another, and subtly avoid the chief danger of a history which makes central the development of ideas.

Much credit is due Professor Hacker and his assistants for the balanced judgment which so generally prevailed in the selecting and editing of these documents. The extracts are usually long enough to give a fair description of conditions or to state a significant point of view in the words of an advocate. For example, most of the important parts of Hamilton's "Report on Manufacturers" and of Thoreau's "On Civil Disobedience" are included. Each group of selections is preceded by a short introduction which, as a

rule, is confined to its proper function of giving enough of the context of the sources so that they may speak intelligibly for themselves. Occasionally the conscientiousness of the editors resulted in some predigested summaries which might better be made by each reader for himself.

Obviously no collection of primary sources will ever satisfy everyone. Your reviewer would have preferred a skillful cut of the main part of *Common Sense* to its appendix; some of the debate of the Federal Convention of 1787 on representation and sectional interests seems more illuminating than Hamilton's disregarded plan of government; the Lower South's case in January, 1861, might have been better expressed (or supplemented) by Robert Toombs's oration, "What Do These Rebels Demand?" More use might have been made of majority and dissenting opinions of the Supreme Court. John Quincy Adams does not represent the Adams family adequately, and the admirers of Alexis de Tocqueville will not be content with the selections from his great work. Finally, one wonders at the omission from such a volume of the Declaration of Independence and of the United States Constitution even if readily available elsewhere.

Although inevitably there are some inaccuracies only one deserving mention was discovered. Admirers of the late Franklin D. Roosevelt will be surprised to read on page 1023 that in 1920 the Democratic party "nominated Governor James M. Cox of Ohio and Attorney General A. Mitchell Palmer of Pennsylvania as their standard bearers."

If this work is to be used with maximum success in introductory college classes in United States history there will need to be less lecturing and more real discussion than has been traditional. Unfortunately few students will feel like lugging this tome to and from the classroom; here is the weightiest reason for urging that another edition be in two volumes. High schools will find it worthwhile to have copies available for students of more than usual interest and ability; teachers who are tired of second-hand summaries and who want to read in a limited number of sources will welcome this opportunity to gain a deeper understanding of the history which they teach. In colleges the use of this work should help to relieve pressure upon inadequately-stocked libraries.

Most of the legitimate functions of such source collections are well served by this volume. On the other hand, for "inspiration" the *American Scriptures*, reviewed last month, are more appropriate. There are better anthologies for those courses that emphasize more exclusively literary selections or which concentrate largely upon political and constitutional development. But for a balanced course in which the concomitant growth of American institutions and ideas is central, and which seeks to avoid wasteful duplication of the work of good high-school courses in our national history, your reviewer knows no better single volume. Many of these sources will "make history live" for the college student, they will add to his knowledge of important facts and documents in United States history, and most of all, perhaps, they will bring him into firsthand contact with some of the best statements of thought "in and about America." Sooner or later most of the really great issues get in somehow, usually in the words of their leading exponents. Like the Bible, this work is a library in itself.

ROBERT E. KEOHANE

University of Chicago

New York: Longmans, Green, 1946. Pp. vii, 279. \$2.50.

In this charming biography the authors have sought to meet the need for "a short readable but reliable Life of Thomas Jefferson." They have succeeded in every respect. For many students in senior high school and for the more competent readers in the junior high grades, this little book will have a compelling appeal.

The full sweep of Jefferson's long and many-sided life unfolds as the narrative moves rapidly yet with measured stride to permit a well-proportioned emphasis on the major activities of his adult years. We see him as the eager companion of his father on long rides into the Virginia wilderness to study nature; as the angular adolescent, master of Shadwell and promising student at William and Mary, frequenting the most aristocratic homes of colonial Williamsburg; as lover, husband, father, and widower, planning, building, and ever re-building his dream home of Monticello while over the years his statesmanship matured as public servant in the legislative halls of colonial Virginia and of the nation during the Revolution and the Articles of Confederation.

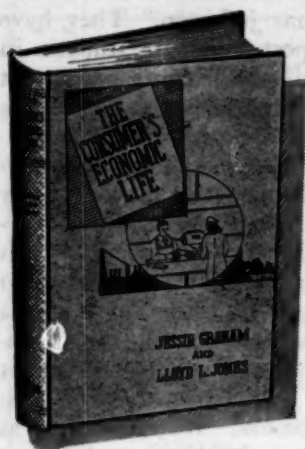
We live with him as the besieged wartime governor of Virginia, the suave minister to France, the frequently distraught Secretary of State, and the political party leader who moves from the Vice-Presidency to the highest office the nation can bestow. Finally, an octogenarian and patriarch in the midst of his twelve grandchildren, admired and hated by his fellow countrymen, in debt after years of public service, the Sage of Monticello finds his labors over.

No biography of Thomas Jefferson can treat the man without attention to the stirring events of which he was so much a part. The authors handle this problem well. At every point the man stands out from background and yet the selection and interpretation of background material are adequately handled to illuminate Jefferson's part and to satisfy the scholarly critic. Throughout, his philosophy of life and government is woven in a pattern intelligible to adolescents.

The portrayal is sympathetically critical. Jefferson is viewed as a great American, but a human one capable of mistakes and errors in judgment. Incidents such as the Mazzei letter and the trial of Justice Chase are included with objective treatment of Jefferson's role. Occasional brief footnotes indicating treatment of incidents by other writers on Jefferson at variance with the authors' interpretation satisfy the demands

THOMAS JEFFERSON. By Frank and Cortelle Hutchins. With decorations by Janice Holland.

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of scholarship and reveal the breadth of preparation on which this volume rests.

An engaging style leads the reader early to identify himself with the boy and man. Even though the outcome of events in which Jefferson participated are well-worn facts of history, the element of suspense is so effective that the reader often wonders what will happen.

The scope and accuracy of content, the style, and the brevity of this biography recommend it to adolescent readers and to adults seeking an introduction to Thomas Jefferson.

HELEN MCCracken CARPENTER

N.J. State Teachers College at Trenton

**CRITICS & CRUSADES: A CENTURY OF AMERICAN PROTEST.** By Charles A. Madison. New York: Henry Holt, 1947. Pp. xii, 572. \$3.50.

Each generation has its conscience to remind it of ancient dreams and future goals. Zealous preachers and preaching zealots have often warned a wayward America to trod the difficult path leading to the remolding of American society. Six groups have been chosen by Madison

to represent the continuity of radicalism in the American scene. In the first are the abolitionists, Garrison, John Brown, and Wendell Phillips. The second is made up of the Utopians, Margaret Fuller, Albert Brisbane, and Edward Bellamy, while the third, the anarchists, includes Thoreau, Benjamin Tucker, and Emma Goldman. In the fourth group, the dissident economists, are Henry George, Brooks Adams, and Thorstein Veblen; the fifth, the militant liberals are represented by Altgeld, Lincoln Steffens, and Randolph Bourne. The final group, the socialists, includes Daniel De Leon, Debs, and John Reed. Each group is introduced by a brief historical background; in these prefatory sections the writing is sometimes not careful enough nor the historical research sufficiently thorough.

This work was not intended for specialists who are generally familiar with the names discussed therein, with the probable exception of Tucker, the anarchist. But it was a happy thought to group these representative figures together (even if one or two seem ill-assorted) so that the alert teacher might have easy access to the literature of protest. It is important that the student fa-



miliarize himself with the dissenting tradition as well as with the assenting tradition in American life. It is, however, debatable whether these non-conformists, who were usually outside the main stream of American civilization, really "helped mightily to advance social and economic freedom during the past century" and "are most responsible for the extension" of that freedom. Surely Theodore Roosevelt, Woodrow Wilson, La Follette, George W. Norris, and others did more than the extreme nonconformists to promote social and economic freedom in America. The non-conformity of the extremists, it is true, did sharpen the critical temper of Americans who were forced to face the fundamental questions troubling modern society. Although Americans did not always agree with the answers advanced by these critics and crusaders they were shocked into an awareness of the evils that lay about them. The men and women who are celebrated here were part of the rich diversity of American life, and the tribute paid them in Madison's pages comes from a quick and warm intelligence.

MICHAEL KRAUS

City College, New York

ADVENTURES OF A BALLAD HUNTER. By John A. Lomax. New York: Macmillan, 1947. Pp. xi, 302. \$3.75.

John A. Lomax has spent nearly all of the eighty years of his life making a unique contribution to our social history. This is his autobiography. It is the story of his enthusiasm for American folk music and his activities in this field that have made him the peer among collectors of folk songs in the United States.

As a young boy on the Texas frontier, Mr. Lomax was attracted to the songs sung by cowboys leading their cattle northward to Kansas. From that time, he devoted most of his life to gathering examples of folk music. His collecting activities have taken him to cattle round-ups, logging camps, prison farms, railroad crews, religious gatherings, and countless out-of-the-way areas in the southeastern part of the country. Always he sought the songs the people sang at work, at play, or at prayer.

Lomax's most significant contributions probably have been in gathering songs of the cowboys and of the American Negro. Many of the tunes sung on the western plains by the cowmen at work and by them in the cattle towns after work have been preserved for the future by the endeavors of the author and his son Alan. Together

they have been indefatigable in tracing down the indigenous Negro music that has been influenced as little as possible by white surroundings. Some of the songs they have collected have become famous; all of them deserve to be better known as the natural expression of people in the United States.

This is a vivid and appealing book of a colorful and fruitful life. It deserves reading for insight into an important form of expression of American ideas. It should be widely recommended to encourage others to complete and extend in their own communities the work begun by Lomax of collecting and preserving evidences of social history.

WILLIAM G. TYRRELL

Columbia University

WARTIME RELATIONS OF THE FEDERAL GOVERNMENT AND THE PUBLIC SCHOOLS, 1917-1918. By Lewis Paul Todd. New York: Bureau of Publications, Teachers College, Columbia University, 1945. Pp. xi, 240. \$3.15.

Educators who have so recently piloted schools through the war years will find this volume of consuming interest. Its central theme is the basic problem that contemporary teachers faced for four years of war, analyzed in terms of the performance of their predecessors of 1917-1918. Its evaluation of educational services for democracy's future welfare, as well as for its needs in World War I, should aid administrators and teachers to judge their own recent contributions more fairly.

The study was much needed by schoolmen on December 7, 1941, since there was at that time no trustworthy analysis of the problems which schools had faced in the world war that had been fought 24 years before. For lack of such a treatment schoolmen were forced to rely on faulty recollection of the successes and failures of 1917-1918. A few of the conclusions of this study of federal educational activities of World War I which might have guided educators at local, state, and national levels in 1941-1946 are:

Educational activities of many federal agencies were confused and inefficient.

In time of national crisis local and state systems of education could not maintain complete freedom of action and were forced to accept the guidance of a large number of poorly coordinated federal agencies.

Federal agencies which attempted to use the schools to promote unity, health and war training frequently exhibited little understanding of the function of education,

displaying all too often a desire to use the schools only for immediate purposes.

Despite the precautions against dishonest historical presentations and hysteria taken by responsible heads of the Committee on Public Information and its Division of Civic and Educational Cooperation, some federal publications for adult and school use bordered closely upon chauvinistic propaganda.

A number of influential educators inside and outside the federal government insisted on the maintenance of educational standards "... on the grounds that the problems of reconstruction in the postwar world were of paramount importance."

Officials of federal agencies often found it difficult to prevent excesses in the treatment of national groups and in the censorship activities of local governments and of private patriotic organizations.

Many educational activities which held value for peacetime as well as wartime were not continued after the Armistice.

The chapter, "Schoolboys in Uniform," which summarizes the arguments of influential groups for and against military training in schools as they were advanced in 1917-1918, is required reading for those interested in current proposals for universal service. In two chapters, "Health and Welfare" and "Food and Finance," genuine educational progress, partly achieved through the activity of the federal government, is summarized as follows: "The health services now provided by our public schools owe their existence, in large part, to the movement which was started in the World War years," and "... striking advances were made in the development of thrift education." Another chapter describes the difficulty experienced in the prevention of child labor for war production, the use of schools for training skilled workers, and the enthusiastic cooperation given by schools in the manufacture of articles for war use by school children.

The chapter on "Teaching Personnel" repeats almost the same facts about teacher shortages that we now hear so frequently. By the close of the war one-third of American teachers had been drawn from their regular work. To meet the need for 130,000 new teachers only 85,000 were enrolled in teacher training institutions. The Bureau of Education, which estimated that 120,000 emergency certificates were granted to new and untrained teachers, established a School Board Service Division to register teachers and assist in placement.

This study is a contribution of high quality to the history of American education. To the fact that the author has faithfully observed the standards of historical scholarship may be added that the style and organization are clear, succinct, and convincing. His work has confirmed the

earlier and tentative feeling that, while much that was done in schools in World War I was of permanent value, a great deal resulted in a type of education designed merely to win the war rather than to create a lasting peace.

CLAUDE EGGERTSEN

University of Michigan

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